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ABSTRACT

Provided is the final report of the Southeast Learning Resource Center's project to coordinate state formulated programs designed to enhance the educational opportunities of handicapped children in each state of Region 13 (Alabama, Florida, Georgia, Louisiana, Mississippi, Puerto Rico, South Carolina, and the Virgin Islands). Section I gives introductory information on the project background; philosophy, goals, and objectives; and organization. Section II focuses on a statement of the work completed between September 1, 1974 and May 31, 1977. Regional office summaries are given for elements in the following major areas: state program development; media, materials, and educational technology training; media and materials information system; and project administration. Also included in this section are dollar appropriations chart and state-by-state project summaries (which make up the bulk of the document). A final section is a listing of products produced. (SBH)

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FINAL TECHNICAL REPORT

Southeast Area Learning Resource Center
Auburn University at Montgomery
Montgomery, Alabama 36117

September 1, 1974 through May 31, 1977

Contract No. OEC-300-75-0071

August 31, 1977

U.S. Department of
Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

EC 110 476

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FINAL TECHNICAL REPORT SOUTHEAST ALRC

9/1/74 - 5/31/77

ABSTRACT

The Southeast Learning Resource Center (SELRC) project goal has been to facilitate the development and implementation by State Education Agencies of a systematic capacity to respond effectively to the learning needs of handicapped children with respect to educational media and materials. This has been done through a systematic comprehensive service which includes (1) acquisition and development of materials designed to accomodate unique learning characteristics of the handicapped child (2) training those who would design, select, prescribe or use instructional materials to be competent in the procedures, machinery-operation, or software usage involved in mediated teaching (3) informing teachers or learners of the available materials which are designed to meet specific learning objectives of children having specific learning characteristics and (4) providing materials when and where needed by the teacher or learner through an efficient system of media equipment and materials supply.

Since the funding of SELRC under contract #300-75-0071 on September 23, 1974, many outstanding accomplishments have taken place. A functional ALRC/RRC Board of Directors exists and has instituted policies and procedures which assure direct responses to concerns of the states. Included are steps to be followed for contract negotiations, contract funding and program monitoring as well as procedures to assure the fulfillment of subcontracts.

SELRC has initiated conferences to provide training and program coordination for SEAs and LEAs. Stimulation for the development of 56 associate centers has been provided through the sharing of information and expertise between states throughout the region. A strong liaison has been established with NCEMMH in order to assure the most effective utilization of available services. A system for reporting both accountability and training activities which parallels the NCEMMH system has been established region wide.

In-house technical assistance and consultative services have been provided to the states on a daily basis as well as aiding them in obtaining subcontract consultant and technical assistance. A method for purchasing appropriate instructional materials for the Virgin Islands through the prime contractor has also been developed and has functioned successfully.

Contract No. OEC-300-75-0071

Final Technical Report of the Southeast Area Learning Resource Center

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Project Director

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This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

U.S. Department of
Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PREFACE

In response to solicitation No. RFP 74-8, an Area Learning Resource Center (ALRC) was established for the Southeast, Region No. 13 consists of the States of Alabama, Florida, Georgia, Louisiana, Mississippi, Puerto Rico, South Carolina and the Virgin Islands. The prime contractor is Auburn University at Montgomery (AUM), Montgomery, Alabama.

The Southeast Learning Resource Center (SELRC) organization provided a lightly manned regional office which functioned as a coordinating and supporting agency for state formulated programs designed to enhance the educational opportunities of exceptional children in each state. Regional support included provisions for the allocation of money directly to the States that could be used to support their own particular instructional materials requirements in a manner most advantageous to the structure of the state's program; further, it provided a special consultant and a secretary to reinforce the state staff and to keep the program coordinated and moving toward its program objectives.

The range of progress in the development of programs in the states of the Southeast area has varied from those that are relatively wealthy in manpower, money and material resources and are now searching for means to sophisticate their system, to states that are just emerging with prototype basic Learning Resource Centers. This picture is further complicated by the island "States", the Commonwealth of Puerto Rico and the Territory of the Virgin Islands. These island "States" are confronted by a multilinguistic problem coupled to wide variances in customs, traditions and ways of life that are not replicated in the States of the "mainland". However, even with these vast differences, these States are benefiting immeasurably from their "cooperative" union. The State Department of Education in the "Island States" are passing new laws, writing State plans and expanding services to handicapped youth as a direct result of the impetus provided by the ALRC program.

As indicated, the Southeast State Directors of Special Education have worked together for the past three years to form a viable cooperative system through which information and resources could be shared. As a result, despite the States wide diversity of concepts, financial support and mores, there is evidence that this bond of cooperative effort is strengthening all the programs for the handicapped in the entire region. The regional office staff has worked with the primary objective of supporting state programs for the handicapped, the States individually and, as a group, to assist them in meeting their needs, thus, avoiding the waste of time, money and effort by subjecting the handicapped to inappropriate education.

I. Project Framework

A. Project Background

On September 23, 1974, the Southeast Learning Resource Center (SELRC) was funded by the United State Office of Education (OE) through a contract, #300-75-0071, awarded to Auburn University at Montgomery (AUM) Montgomery, Alabama.

This contract was, in reality, an extension of the Southern States Cooperative Learning Resources System (SSCLRS) that activated on April 1, 1971 under a BEH grant to Auburn University at Montgomery. The original SSCLRS included five southern states: Alabama, Florida, Georgia, Louisiana, and Mississippi. In December 1971, South Carolina joined the SSCLRS and several months later, Puerto Rico and the Virgin Islands were funded as part of the system. Today, SELRC consists of six states and two island territories, henceforth, referred to as an eight-state region.

The SSCLRS was initially organized to meet the instructional material needs of special educators of this region. Their needs were particularly great at that time due to the void in the BEH/IMC Network created by the phasing out of the Instructional Materials Center (IMC) at the University of South Florida in Tampa. The basic concept and objectives of the SSCLRS programs were mutually formulated by the Directors of Special Education of the member states and the designated Director of SSCLRS in Atlanta, Georgia, in March 1971. These broad objectives became the primary directional guidelines of the SSCLRS program and the subsequent SELRC program.

The SELRC organization, as initially conceived, functioned as a coordinating and supporting agency for state formulated programs designed to enhance the educational opportunities of handicapped children in each state. Regional support included provisions for the allocation of money directly to the states so that the funds could be used to support their particular instructional materials requirements in the manner most advantageous to the structure of each state's program. The SELRC program was also designed to serve as a catalyst for attracting funds from other sources for the continuing development of an effective network of associate special education instructional material centers. In addition, the SELRC project served as a vehicle for achieving greater program effectiveness through the exchange of concepts, materials and professional resources. A lightly manned regional office provided technical assistance and consultant services to reinforce the states' staffs and to keep the program coordinated and moving toward its program objectives.

The Southeast State Directors of Special Education have worked together for the past six years to form a viable cooperative system through which information and resources can be shared. Despite the states' wide diversity of concepts, financial support and mores, there is evidence that this bond of cooperative effort is continuously strengthening all the programs for the handicapped in the entire region. The area office continues to enhance its support of state programs for the handicapped, both as individual states and as a group, by assisting them in meeting their indentified needs.

The following chart describes the handicapped youth population of the Southeast and is based on latest data available.

DEMOGRAPHIC DATA

HANDICAPPED CHILDREN IN SOUTHEAST REGION

	TOTAL # OF HANDICAPPED*	# BEING SERVED- 1 Feb. 77	MAJOR HANDICAPPED	% SERVED
ALABAMA	140,850	50,625	Mental Retarded	59
FLORIDA	223,150	108,879	Speech Impaired	30
GEORGIA	127,380	73,756	Mental Retarded	40
LOUISIANA	89,270	72,473	Speech Impaired	50
MISSISSIPPI	130,000	27,531	Mental Retarded	53
PUERTO RICO	80,000	9,903	Mental Retarded	75
SOUTH CAROLINA	104,790	63,509	Mental Retarded	43
VIRGIN ISLANDS	4,300	1,129	Mental Retarded	44
REGION TOTAL	909,740	407,805		

* Based on May 1976 estimates provided by individual State Departments of Education

B. Project Philosophy, Goals, and Objectives

The overall goal for the SELRC is to encourage SEA development and implementation of the most effective systematic response capacity to meet the unique educational needs of handicapped children as related to educational media and materials. Such a comprehensive service includes (1) acquisition or development of materials which are designed to accommodate unique learning characteristics of the handicapped child, (2) training those who would design, select, prescribe or use instructional materials to be competent in the procedures, machinery-operation, or software usage involved in mediated teaching, (3) inform teachers or learners of the available materials which are designed to meet specific learning objectives of children having specific learning characteristics, (4) provide materials when and where needed by the teacher or learner through an efficient logistical system of material supply.

The SELRC program terminal objectives were identified in the initial proposal as follows:

1. Interface with its client-states through the SEA (State Education Agencies) and interface with other ALRCs and RRCs through national contractors of the LRC system.

2. Establishment of an adequate and viable capacity to serve the instructional materials and media needs of the handicapped learner in each major metropolitan area through State Learning Resource Center networks.

3. Stimulation and reinforcement efforts until 90% of all materials-information inquiries are given adequate response; 80% of all materials-loan requests are satisfied within two weeks of the desired delivery date; and 50% of all requests are satisfied by delivery on the date requested by the borrower.

4. Interface between the local and state materials centers, pre- and in-service training institutions and the ALRC/NCEMMH for sharing available training resources.

5. Media training activities to increase the appropriate use of instructional materials and technology for the handicapped learner.

6. The ALRC Director and Director of Special Education in each State must mutually devise a plan to itemize specific ways in which the ALRC might assist in reinforcing SEA efforts at media development during the life of the ALRC contract.

Each of the above objectives has been addressed throughout the contract period via a series of specific strategies designed to assure their accomplishment. (See Section II - Statement of Work.)

An overriding philosophy of the SELRC has been to integrate the media/materials focus of the ALRC with the assessment/programming focus of the RRC program. Although ALRCs and RRCs have separate legal bases, separate contracts and different workscopes, they were expected to act in tandem in providing educational services backup to the State in in-trastate educational agencies. The Southeast coordinated its operations providing for both the ALRC and RRC programs in a manner which minimized consumer confusion as to which services come from which center, ALRC or RRC. The SELRC, therefore, treated the Southeast ALRC and RRC as an "LRC" (Learning Resource Center having the combined services of the ALRCs and RRCs).

C. Project Organization

As previously indicated, the SELRC was organized as a joint ALRC/RRC operation. The reasoning that area nc. 13 could best be served by having both the ALRC and RRC programs located within the same area location and coordinated through the same office providing individual State LRC units located within each state was justified by the following statements in the original ALRC proposal.

1. The functioning of the ALRC and RRC units as a single system approach gives greater assurance that an appropriate "Total" education program will be provided for all handicapped children and that the Federal goal of serving all handicapped children by 1980 may be accomplished.

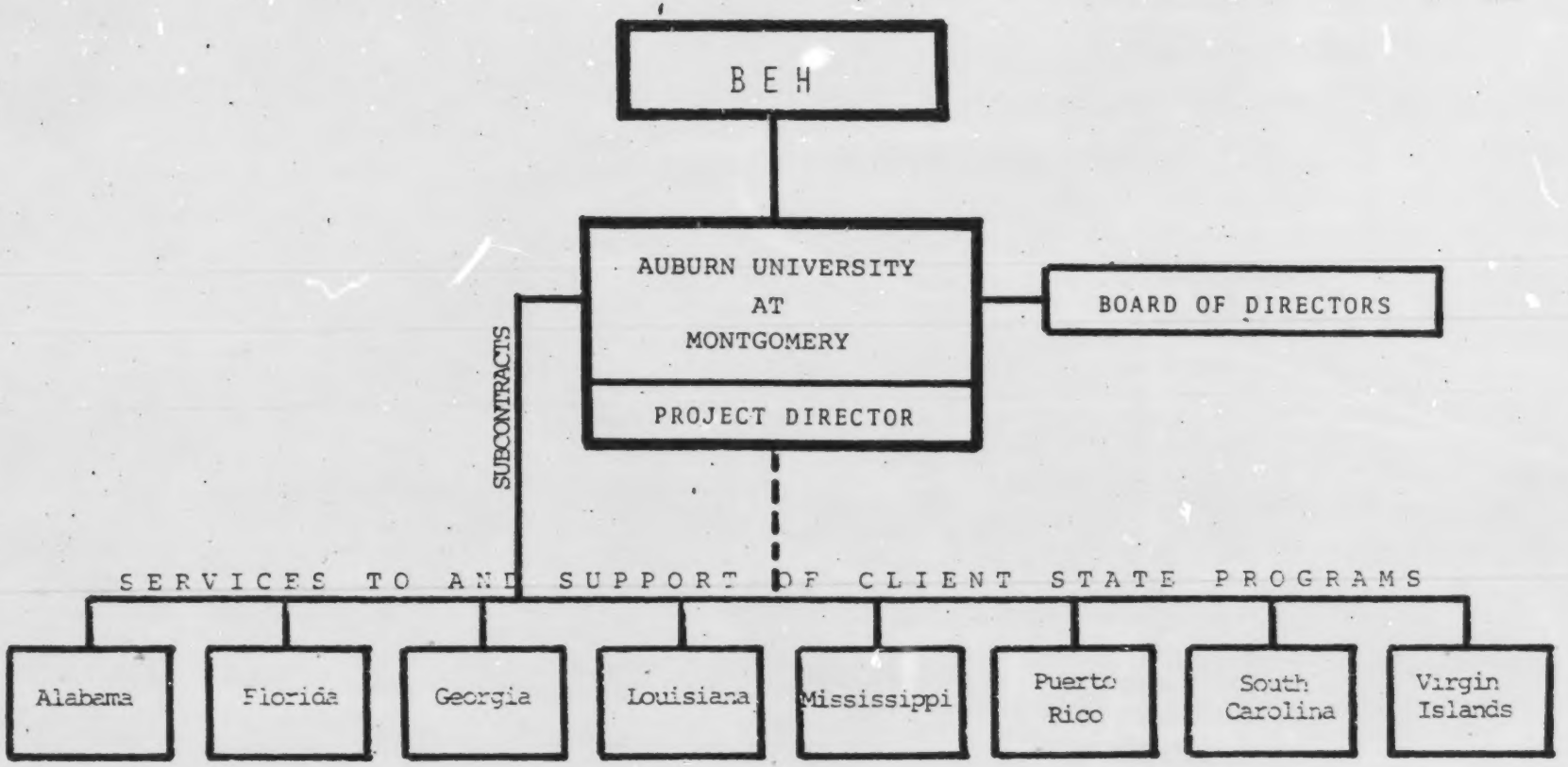
2. Locating both elements, ALRC/RRC with the same contractor is more economical, thus freeing funds to extend services to State and Local agencies. Although two distinct budgets are necessary, the administrative cost for handling both programs with one administrative staff and one Board of Directors is a cost effect move. The fact that the ALRC and the RRC programs mesh together to provide a complete total program makes a layering of staffs difficult to justify in accomplishing Area 13 objectives.

3. A coordination system for communication and delivery of programs is already functional; accordingly, considerable time would be saved in providing service delivery to SEAs.

This organizational concept, therefore, resulted in the establishment of a lightly manned regional office with a project funded consultant and secretary position established at each SEA to coordinate ALRC program development in their respective states. The SELRC (regional office) staff positions and responsibilities are as follows:

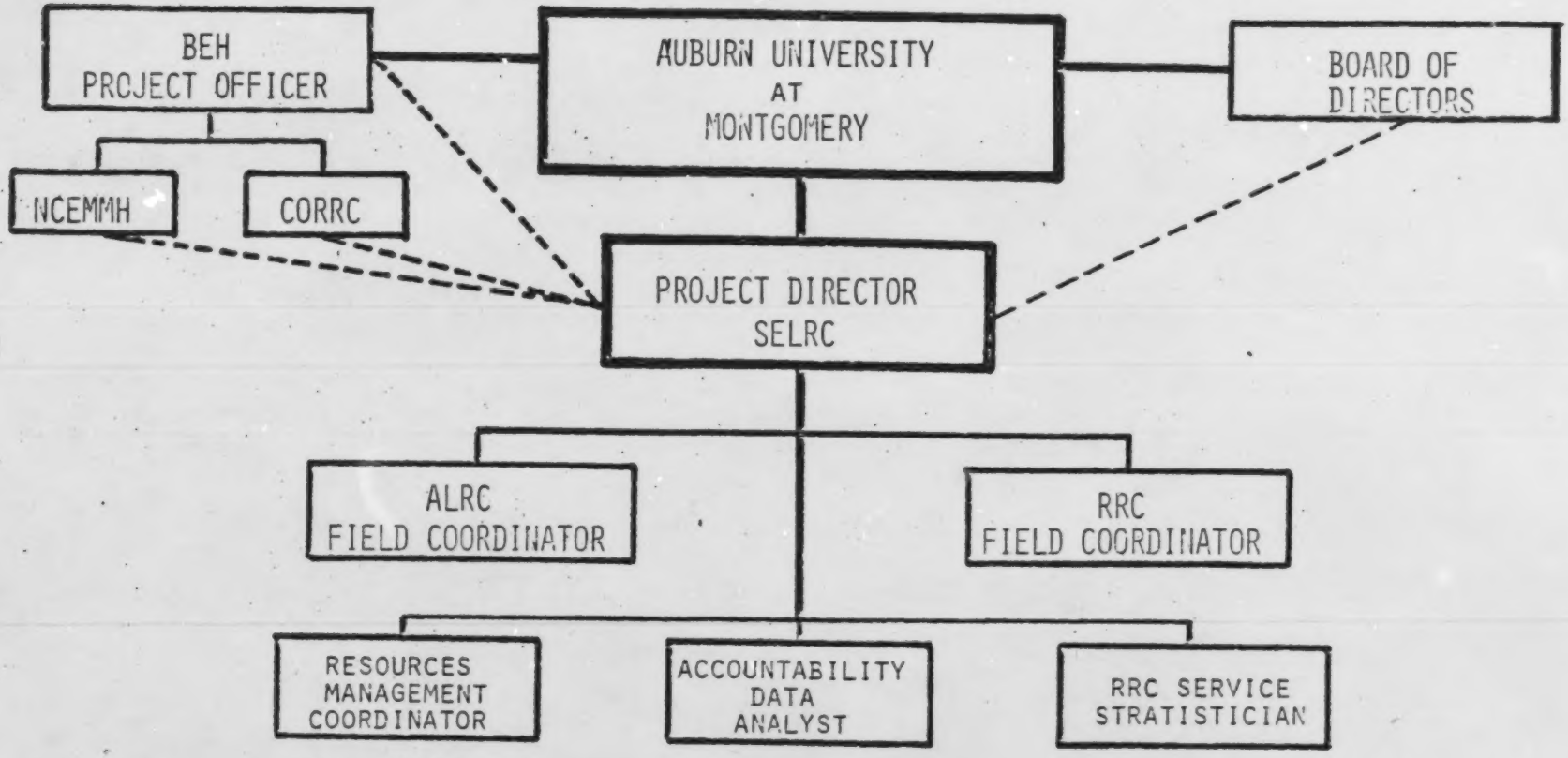
SOUTHEAST LEARNING RESOURCE CENTER

ORGANIZATIONAL CHART



SOUTHEAST LEARNING RESOURCE CENTER

STAFF ORGANIZATIONAL CHART



POSITION DESCRIPTION

PROJECT DIRECTOR - 50% ALRC / 50% RRC

RESPONSIBILITIES:

1. Has primary responsibility for the implementation and coordination of the Southeast Learning Resource Center, a regional organization for both the ALRC/RRC Federal programs for handicapped children, funded by the Bureau of Education for the Handicapped.

2. Conduct program, fiscal and management reviews and analysis based on the policies and procedures established by the ALRC/RRC Board of Directors to determine the effectiveness of the program and to assure the fulfillment of ALRC/RRC contracts.

3. Provides consultation and technical assistance to Southeast State Directors of Special Education, State Consultants, University President and/or Vice President (Contractor) and others as appropriate.

4. Has primary responsibility for budgeting and accounting of funds allocated to ALRC/RRC Office. Contractor is officially responsible for fiscal management and accounting or program funds; however, except for monitoring, auditing and machine accounting of ALRC/RRC funds, Contractor charges the ALRC/RRC Director with the responsibility of conducting the program.

5. Responsible for direct coordination and liaison between BEH, other National agencies and States for program matters.

6. Develops, in conjunction with the ALRC/RRC Board of Directors, Contractor, BEH and Contracts Office, ALRC/RRC program policies and procedures for implementing programs for handicapped children.

7. Assigns and coordinates activities of ALRC/RRC staff.

POSITION DESCRIPTION

ALRC FIELD COORDINATOR - 100% ALRC

RESPONSIBILITIES:

1. Provide to the Southern States media/materials training usage, and evaluation consultations.

2. Assist states in developing a comprehensive and effective intra-state media/materials/training service program focused on the enhancement of the education of exceptional children.

3. Provide services for information exchange between client-states, SELRC and NCEMMH relating to: planning, and evaluating media/materials/training services; resource personnel; commercially produced and teacher produced instructional media/training materials.

4. Conduct or participate in workshops for the on-going inservice training of teachers in the use of instructional/training techniques and materials.

5. Collect and/or develop instructional/training materials and techniques for dissemination.

6. Maintain liaison with ALRC/NCEMMH Network elements to keep SELRC current with information and/or developments in accordance with the proposal objectives of Region 13.

7. Advise and keep Director informed of status, trends and problem areas of State media/materials/training programs.

8. Coordinate with other SELRC staff in proposal writing and accountability reporting.

9. Coordinate with state materials/media specialists for purchase of needed training materials.

POSITION DESCRIPTION

RESOURCES MANAGEMENT COORDINATOR - 50% ALRC / 50% RRC

RESPONSIBILITIES:

1. Fiscal and accounting actions relative to the operational and support aspects of the Project. Including Fiscal management, Budgets, Accounting system for Regional Office, Budget advisor to States.

2. Operational management of the SELRC Project to assure that economic resources are utilized efficiently and effectively. This includes,

   a. Conducting program reviews and analysis.

   b. Advising State Coordinators on Project fiscal management, procurement, administration.

   c. Formulation of long and short range plans.

   d. Reviewing various reports and documents required by BEH, and other agencies.

3. Formulation, coordination and review of State and other sub-contracts negotiated to accomplish the basic objectives of the SELRC program.

4. Initiation of procurement actions for supplies and equipment for Regional Office and the Instructional Material Center it supports.

5. Management aspects of the SELRC Office to include the formulation of policies and procedures, securing equipment and maintaining accountability records of equipment.

POSITION DESCRIPTION

ACCOUNTABILITY DATA ANALYST - 50% ALRC / 50% RRC

RESPONSIBILITIES:

1. Compile, analyze, publish and disseminate in a usable format, data collected for the statistical accountability requirements of the RFP.

2. Coordinate the development and publication of major documents that are required for ALRC operation.

3. Develop data acquisition instruments which will directly interface with ALRC reporting instruments and procedures.

4. Establish procedures for the systematic input of program information into automatic data processing equipment.

5. Review various reports and documents required by ALRC units in order to fully comply with the RFP.

6. Serve as representative on ALRC committees as requested by the Director, SELRC.

7. Advise and keep Director informed of status, trends, and problem areas reflected through data analysis.

II. STATEMENT OF WORK
9/1/74 - 5/31/77

Area I: State Program Development

Element IA: Assist States in Local and State Materials-Center Service stimulation or development.

Element IB: Provide Technical Assistance to SEA in State Planning of Intrastate Materials-Services.

Element IC: Provice SEAs and LEAs consultation on Educational Technology and Special Education Materials-Usage.

Element ID: Develop a capacity for conduct of (or participation in) Media and Materials Conferences and Workshops.

Element IE: Devise and execute a plan for Dissemination of Child-Use Instructional Materials-Related Information to SEA-Designated Recipients.

Element IF: Provide Human Resources for Reinforcing State Staff in Media, Materials, and Technology.

Area II: Instructional Materials Development

Element IIA: Identify Needed Instructional Materials and Prioritize Needs.

Area III: Media, Materials and Educational Technology Training

Element IIIA: Help Regions' Trainers to identify media, materials, and educational technology training needs.

Element IIIB: Execute a plan to make needs known to pre- and in-service training instructions and agents and provide consultation services to same.

Element IIIC: Help trainers locate extant and usable training programs and materials which fulfill needs.

Element IIID: Design and conceptualize needed and unavailable training materials to fulfill needs; supervise and fund productions using facilities and technical services of S1, S2, or S3 centers.

Element IIIE: Classify, describe, and encode media-training materials for information base entry.

Area IV: Media and Materials Information System

Element IVW: Serve as an intermediary between states and national information system.

Area VI: Project Administration

Element VIA: Conduct project planning, monitoring, reporting, and other necessary internal management functions.

Element VIB: Participate in LRCP Coordination activities.

Project Dollars Appropriated by Objectives

Workscope Area	74-75	75-76*	76-77
1. State Program Development	$310,371	$340,718	$354,341***
2. Instructional Materials Development	25,908	-	13,160
3. Media, Materials and Educational Technology Training	102,159	79,643	33,297
4. Media Materials Information System	9,751	-	2,258
5. Materials Distribution System	12,555	-	849
6. Project Administration	94,256	120,142	111,095
TOTAL	$555,000	$540,503**	$515,000

* ALRCs were restricted from participating in Areas 2,4, and 5 by BEH guidelines.

** includes reallocated dollars unexpended from initial funding period.

*** includes $15,000 for M.L. King Child Development Center in Atlanta.

REGIONAL OFFICE
ELEMENT SUMMARIES

Area I: State Program Development - SELRC

Element IA: Assist States in Local and State Materials - Center Stimulation or Development.

Major Activities: Technical assistance was provided SEA personnel from each state/territory within the region both on-site and at the regional office throughout the contract period. Regional office personnel also traveled extensively to each of the states to provide expertise which would aid the state in new center development.

Sub-contracts were negotiated each project year with individual states to provide financial assistance for employement of a media/materials program coordinator in the state.

With assistance and cooperation from NCEMMH, SELRC was able to develop and implement a regional intra-state workscope for support and expansion of LRC services within the states. Approximately $249,000 has been utilized by the states to expand their capacity to support media/materials development, distribution and acquisition at the LLRC level.

Results/Conclusions: The use of ALRC supported consultant personnel has been a most important aid to the states in developing an instate capacity to provide networks for media/materials services at the local level. During the funding period approximately 80 local centers have been established to provide media/materials services as a result of the catalytic impact of ALRC efforts. Puerto Rico and the Virgin Islands had no media/materials services to their handicapped population prior to the imput of ALRC seed money. Centers in each of these areas are operational, however, without continued assistance, expansions will be delayed or possibly cancelled.

Area I: State Program Development

Element IB: Provide Technical Assistance to SEAs in State Planning of Intrastate Materials Services

Major Activities: Approximately 25 sets of media exchange guidelines were developed and personnel from each state were trained in their use. These guidelines were further adopted to unique state needs by the individual state consultants.

A materials purchase procedure through AUM was developed for the Virgin Islands in an effort to overcome communication, shipping and payment problems which prevented timely acquisition of materials. As a result, the Virgin Islands has received those specialized materials which had here-to-fore been very difficult to obtain.

Technical assistance requests for service from the regional office were responded to in the areas of Service directory development, SMSA profile development and documentation, Media surveys and media service needs, LRC service models and guidelines.

Results/Conclusions: Communications with the Virgin Islands remain a problem. Mail service is generally erratic and shipped materials occasionally do not reach the intended destination regardless of the method utilized. Since the FTS phone system does not service the Virgin Islands, commercial routes must be used at high cost.

Technical assistance requests decreased significantly during the second contract year as a result of increased state capacity to provide necessary assistance. This planning assistance was considered to be an inappropiate task for year three. State plans now reflect a media/materials component as an integral part of the services to be delivered to the handicapped youth of the state.

Area I: State Program Development

Element IC: Provide SEAs and LEAs Consultation on Education Technology of Special Education Materials-Usage.

Major Activities: Consultant service to each of the states in the region has been a major focus of the SELRC / ALRC program. When available, in-house personnel were utilized to perform necessary service. In excess of 600 SEA requests for consultations concerning media / materials usage and technology have been honored. A consultant registry containing approximately 625 names was prepared and disseminated to all SEAs and associate centers during the contract period.

Site visits for the purpose of providing technical assistance consultations are routinely provided to the states as requested or needed. These are generally made in conjunction with some regularly scheduled activity to avoid unnecessary travel expense.

Results/Conclusions:

All of the above consultations were provided by regional office staff, however, several times this many were provided to LEAs by the ALRC State Consultants supported under the flow-through dollar concept. This system provided a strong support base within each of the states for eventual state takeover of the ALRC function.

Area I: State Program Development

Element ID: Conduct of or Participation in Media and Materials Conferences and Workshops.

Major Activities: The SELRC conducted and assisted in conducting a total of 79 conferences or workshops for some 1800 participants from SEAs, LEAs, RRCs, and pre-service orientations during the total funding period. Emphasis for the first year was at the LEA level and concentrated on training groups of teachers in each state and in the use of materials and equipment designed for the handicapped youth of the region.

A shift in direction occured for the remaining months of the contract in which region-wide workshops were developed to train trainers who would then replicate the training in their own states. These workshops/conferences were a direct response to needs assessments conducted by the SELRC.

Results/Conclusions:

The training of teachers in materials and equipment use was found to be a valuable activity, however, it was not the most cost-effective since most teachers had little incentive to share their newly gained knowledge. The training of trainers committed to replication, on the otherhand, has paid great dividends as evidenced by the wide utilization of such products as System FORE, Daisey etc. across the region. This approach was also found to be much more cost effective and has resulted in a greater demand for replicable training by the State Directors of Special Education in the states served.

Area III: Media, Materials and Educational Technology Training

Element IIIA: Help Regions' Trainers to Identify Media, Materials and Educational Technology Training Needs.

Major Activities: The formulation of needs assessment instruments, implementation and analysis procedures comprised a major activity during the first two project years. Needs assessment models were developed and documented for each of the states within the region. Approximately 325 instruments were disseminated to LEAs to determine the most appropriate service to be delivered.

The National Needs Assessment (NNA) effort necessitated the creation of a regional needs assessment committee to prepare for the implementation of the NNA and to provide input to ETS on the prototype assessment instrument. Several states were prepared to activate the NNA effort when the project was cancelled by BEH.

Results/Conclusions:

Again, the catalytic action of the ALRC program encouraged the Southeastern States to develop their own needs assessment procedures and instruments prior to planning for the delivery of instate services.

Area IV: Media and Materials Information System

Element IV W: Serve as an Intermediary Between States and National Information System.

Major Activity: Contracts were finalized for installation of a NIMIS terminal at SELRC in late 1976. The actual installation took place in January and became operational in Q3, 1977 following operator training at NCEMMH. Although slow in getting started, 24 searches were performed during Q3 for the four requesting SEA consultants. Turn around time has been excellent and searches are routinely processed within two work days of request.

Results/Conclusions:

Users have rated their searches as being useful and relevant to their needs. A problem exists in the preparation of the NIMIS request forms and considerable time is spend at SELRC in translating to NIMIS thesarus terminology. We suggest a wider dissemination of the NIMIS thesarus might alleviate some of the problem. Also some confusion was experienced when requestors utilized the ERIC thesarus terminology in preparing NIMIS request forms. The July 18, 1977 letter from SOMD cancelling the terminal leases by mid-August will have a devastating effect on the NIMIS system and any future credibility of NIMIS delivery capability. NCEMMH staff has been extremely helpful to SELRC in answering queries, processing complicated searches, and providing NIMIS information and training.

Area VI: Project Administration

Element VI A: Conduct Project Planning, Monitoring, Reporting, and Other Necessary Management Functions.

Major Activities: Each state in the Southeast Region has named a prominent educator to represent the state on the SELRC Board of Directors. In most cases this is the State Director of Special Education. The Board advises the Director of SELRC on policy, procedures, and program direction for the region. Meetings are held each quarter and rotate between states. Minutes of all meetings were included in ALRC quarterly reports previously submitted.

The common accountability reporting system designed by the ALRC Uniform Project Accountability Committee was adopted voluntarily by states of Region 13. A prototype reporting system to accomodate the intra-state workscope was a joint product of NCEMMH and SELRC during the second project year.

Project planning efforts for continuation proposals have been accomplished by bringing pairs of state consultants to SELRC during a planning week. In this way, the entire resources of SELRC were available to provide intensive technical assistance in developing a state ALRC program which was consistent with known needs, available resources, and within the ALRC workscope.

Results/ Conclusions:

Excellent rapport exists between members of the Board; this is in some measure, at least, a result of contacts at the Board meetings and cannot help but carry across state lines in other projects and activities. A result of the adoption of the common reporting system has been a reduction of report delinquency to the regional office (seldom are individual reports more than a week late) and an increased awareness of the value that will accrue to the state center as accountability documentation is accumulated and categorized.

Recommendations: The coordinating effort provided by NCEMMH and the committees established under the ALRC aegis were vital factors in developing a nationwide system of ALRC delivery options and accountability and should be an integral part of any future program.

STATE-by-STATE

PROGRAM FINAL REPORT

ALABAMA

FINAL TECHNICAL REPORT: ALABAMA LEARNING RESOURCE CENTER

9/1/74 - 5/31/77

ABSTRACT

Established as a component of the Southeast Learning Resource Center, ALRC/RRC Network, the Alabama Learning Resource Center (ALRC) operates through the Program for Excentional Children and Youth, Alabama State Department of Education, as an instructional resource system providing media and materials support services to 127 local education agencies in Alabama. Major efforts of the Alabama Learning Resource Center are directed toward the provision of locally-accessible services to Alabama's exceptional educators, parents, etc., through the establishment of associate centers to serve local education agencies, and coordination of these as an effective statewide network.

The State center and six associate learning resource centers provide comprehensive services within its designated service area with the parent center serving all 127 local education agencies. Services offered include (1) acquisition and development of materials designated to accommodate unique learning characteristics of the handicapped child; (2) training in the selection, prescription, and use of instructional materials, including the development of competencies related to procedures, machinery-operation, or software use involved in mediated teaching; (3) dissmeination of information regarding available materials designed to meet specific learning objectives of children having specific learning characteristics; and (4) provision of materials through materials supply.

The results of these activities have had phenomenal success in providing access to in-service training and equipment and instructional materials for the different consumer groups deemed eligible to use the services of the Alabama Learning Resource Center. Particularly important is the services now available to consumer groups in rural areas that had never been properly served in the past.

To reiterate, the major conclusions and highlights of what was accomplished with this project were the increased services available to all persons interested in the education of exceptional children in Alabama. These resources and services provided a great wealth of educational opportunities to provide for demostrated needs in the area of special education throughout Alabama.

As garnered from the efforts of the Alabama Learning Resource Center, major recommendations for future project efforts might include: 1) increased in-service projects, 2) increased equipment utilization and in-service training in this particular area, 3) increased information dissemination, especially from the regional office level, 4) increased technical assistance, especially from the regional and national office levels and 5) more readily available material inventory information.

II. Program Accomplishment

A. Project Background

The Alabama Learning Resource Center (ALRC) operates through the Program for Exceptional Children and Youth, Alabama State Department of Education, as an instructional resource system providing media and materials support services to 127 local education agencies in Alabama.

The Alabama Learning Resource Center operates under the regional center concept. The Southeast Learning Resource Center, which is the Regional center for the State of Alabama, is located in Montgomery, Alabama.

Statewide incident figures were provided in June 1975 from the latest survey completed by the Program for Exceptional Children and Youth. The results of this survey provided the figure of 128,489 persons identified as exceptional at that time.

As a result of P.L. 94-142, each of the children identified as exceptional must have an individual educational program (IEP). In order for an IEP to be effectively implemented, there must be increased emphasis on construction, selection, utilization, and evaluation of instructional materials and media. In order to meet this need, the Alabama Learning Resource Center has established six associate learning resource centers in various parts of Alabama in order to be more responsive to local needs.

There are three major service needs of the target population and area as follows: 1) selection, utilization, and evaluation of instructional materials and media, 2) in-service training relating to instructional materials and media, and 3) information dissemination.

The goals and objectives of the Alabama Learning Resource Center are consistent with the goals and objectives of the Southeast Learning Resource Center and the State Department of Education.

B. Project Philosophy, Goals, and Objectives

The Alabama State Plan, Bulletin No. 8, Revised 1973 states that the objective of special education is to provide a prescriptive educational program which enables pupils to become self-respecting, self-supporting, socially responsible, and informed adult citizens despite an exceptional condition. Special Education is programed as an integral part of the total educational system and fosters realistic decision making in the areas of educational, vocational, social, communicative and personal development.

The ultimate goal of all Special Education programs is to increase the likelihood that exceptional children will become employed adults and function effectively as members of their families and society. Special Education services are designed to aid each pupil to understand himself relative to his physical and social environments, to develop his interests and potential toward his life goals, and to function as a mature citizen in a democratic society.

Major objectives of the Alabama Learning Resource Network include (1) providing all special educators access to instructional resources and services of the Alabama Learning Resource Center and its associate centers, (2) providing special educators opportunities to increase competencies in the appropriate use of instructional materials and educational technology for handicapped learners, and (3) to insure quality instruction in conjunction with an increased quanity of instructional materials; (4) to reinforce activities for special educators because of the vast need to keep abreast of current developments in media, materials, and educational technology; and provide planning of instrastate materials-services to provide adequate and usable services to the state's exceptional children..

In accordance with the contract work proposal, these aforementioned strategy activities were accomplished by work undertaken under the contract. As the major instructional materials component of the Program for Exceptional Children and Youth, tremendous growth since the start of the contract was registered in services provided to the exceptional educators in Alabama.

Decisions regarding project directions were made by the members of the Alabama Learning Resource Center at regularly scheduled meetings throughout the contract period. Consideration of target population factors were evaluated at the advisory committee meetings to determine future direction and policies of the program. For example, for purposes of determining the extent to which the Alabama Learning Resource Center was meeting its objectives and to ascertain future directions, in May of 1976 questionaires were developed and mailed to three respective consumer groups in Alabama: (1) special education teachers, (2) university chairmen of special education programs, and (3) coordinators of special education. A specific questionaire for each group was utilized to receive insights from the unique interests and perspectives of each.

Conclusions of this needs assessment pointed out that the role of the Alabama Learning Resource Center is an expanding one. The need for additional services to teachers was apparent in the form of Associate Learning Resource Centers. Although the traditional leadership role of centralized learning resource centers at the regional and State levels was recognized, the necessity of re-examining funding priorities in order to make materials more

accessible to the classroom teacher was in order.

Although the Alabama Learning Resource Center was active as a lending service with seventy percent of its equipment and instructional materials on loan at a given time, serving teachers on a large scale basis from a centralized location and proven to be a difficult responsibility. The role of the Alabama Learning Resource Center was then recommended to expand to include large scale training of teachers pursuant to the usage of equipment and materials in addition to serving as a lending and preview service. In view of the fact that state allocations are available to the classroom teachers for purchasing instructional materials, teachers needed to become more competent in the selection, utilization, and evaluation of the materials they purchase. Hopefully they will eventually become less reliant on state lending facilities and more dependent on local associate centers to keep them abreast of developments in the rapidly changing field of commercial media and materials. Thus, programatic modifications were made over the course of the three-year project due to the results of this needs assessment: therefore, year three of the project had more direction in meeting specific needs as indicated by the needs assessment than had occurred in years one and two.

C. Project Organization

Please see the organizational chart of the Alabama State Department of Education, Program for Exceptional Children and Youth, for details regarding organizational factors. The internal structure of the Alabama Learning Resource Center has only one professional position filled at this time. A job description of the Director of the Alabama Learning Resource Center is attached. During the project period a professional librarian position was filled at various times by qualified personnel although this position is vacant at this time due to a lack of funds to pay the salary of the position. A job description of the librarian position is attached. The other personnel working at the Alabama Learning Resource Center include a secretary and two laborer positions. Job descriptions of these positions are attached.

PROGRAM OF LEARNING RESOURCES - MEDIA UNIT

FRED WELLS: Supervisor of the Learning Resource Services and Media Center Unit

This individual is primarily responsible for learning resource services and staff supervisor which consist of:

Administration and coordination of the media program
Media specialists' services including developing and disseminating of materials
Library Media services supervision
Developing, disseminating and utilization of materials
Administration of Alabama Learning Resource Services project
Statewide Library Services for Blind

For further detailed listing see responsibilities of Organizational Chart attached.

_____:

Librarian - Alabama Learning Resources System (Media)
Coordinator - Library Media Services - state and associate centers
Coordinator - Curriculum materials and media - selection and cataloguing
Coordinator - Writing and editing newsletters - PECY
Coordinator - Statewide Center for Braille and Large Print Books
Coordinator - Disseminating instructional materials to educators
Coordinator - Orders and materials from American Printing House for the Blind (APHB)
Liaison - APHB
Liaison - Alabama State Library Association
Liaison - Instructional equipment and materials exhibits

KAYE BEASLEY:

Secretary to Fred Wells
Fill orders, requests for brochures, bulletins, etc.
Keep card files on all media and audio visual equipment
Type budgets, programs, proposals, progress reports, etc. relative to ALRS
Type purchase orders for materials and equipment for ALRS
Clerical support for art programs in special education
Clerical support for special olympics and recreation
Clerical support for PECY newsletter and public relations
Report leave to section secretary of Bell Street staff
See responsibilities of clerical staff - other duties

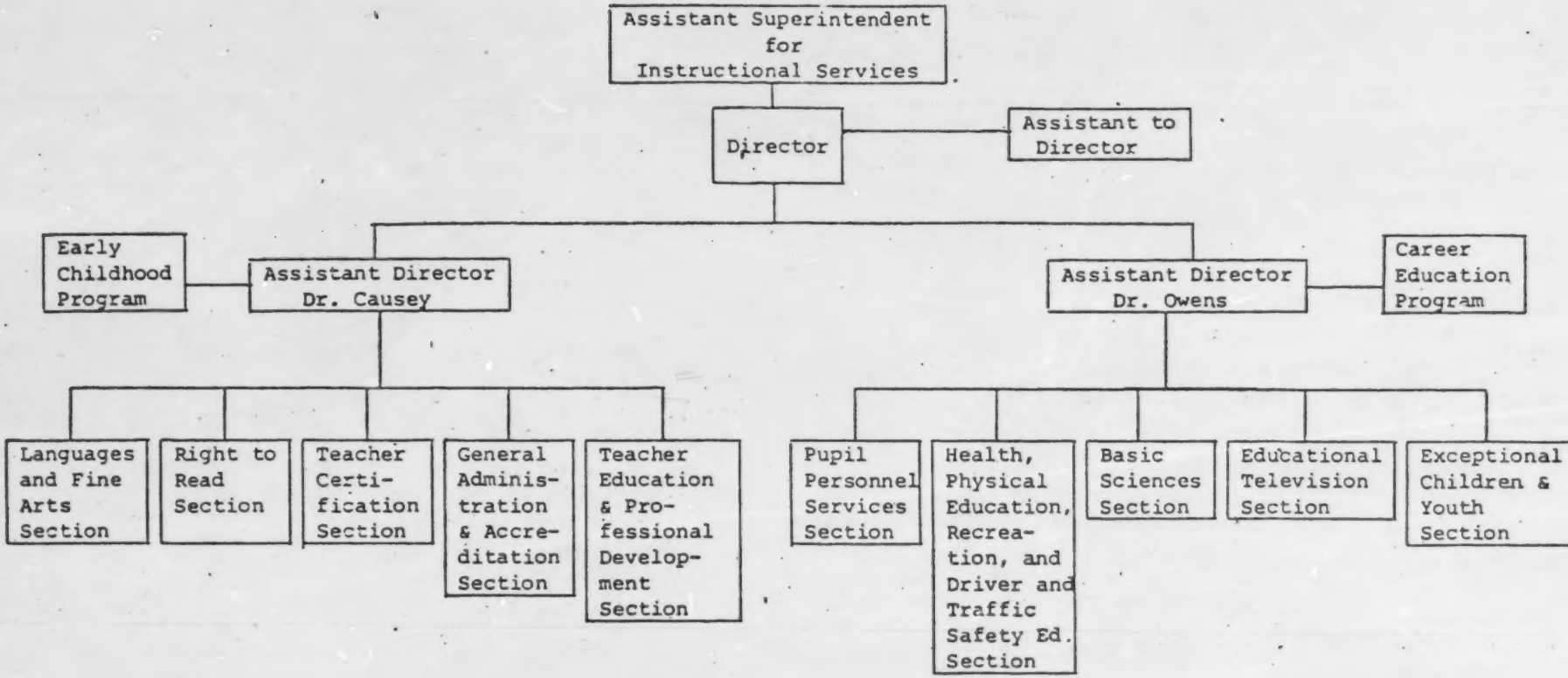
PAM TATUM: (4/5 time)

Clerical aide to specialists at ALRC
Fill orders for materials - statewide
Keep media materials on shelves
Help with inventory
Assist in cataloging materials
Assist other secretaries as needed
See responsibilities of clerical staff - other duties

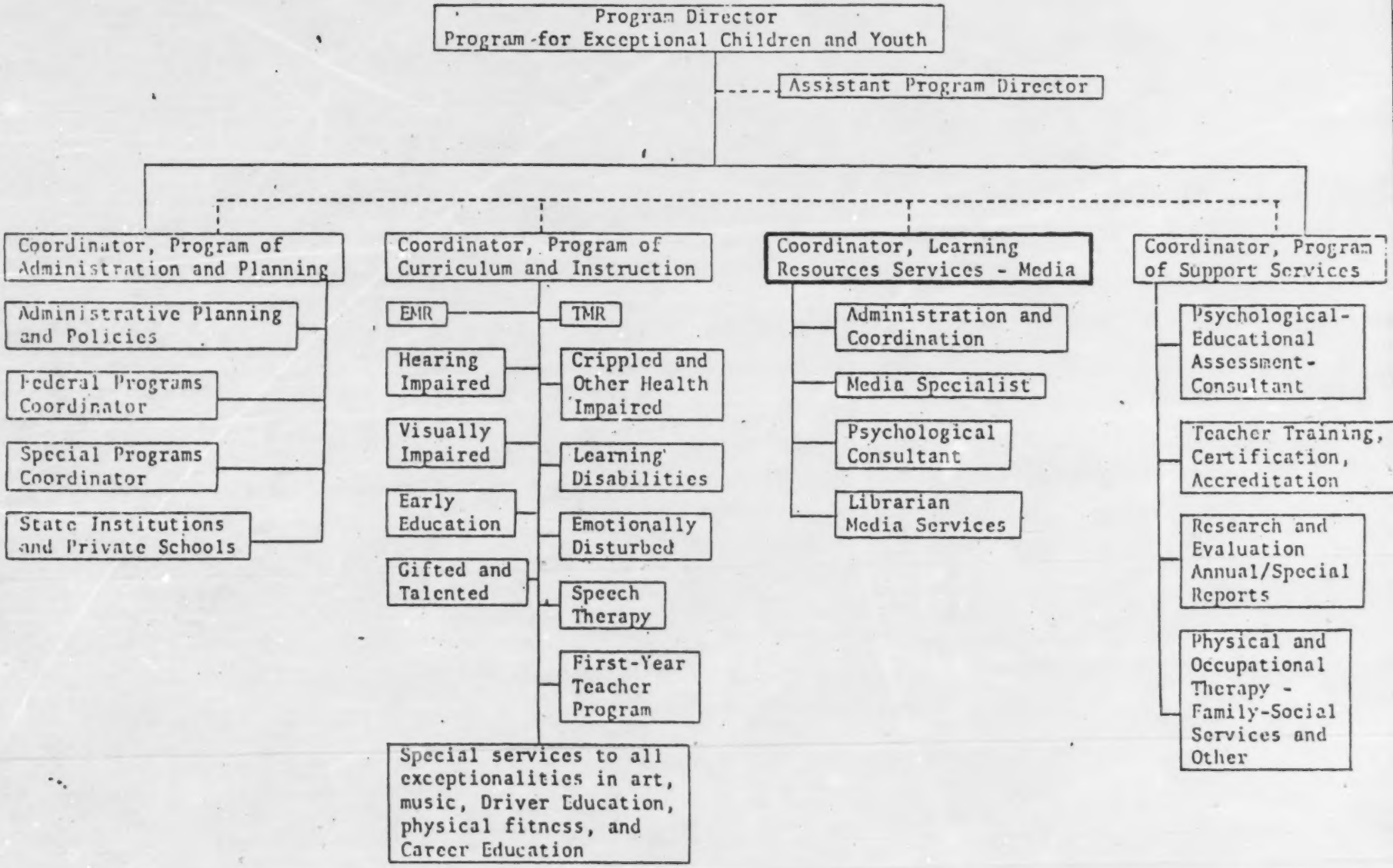
HARPY GIVENS: (2/3 time)

Laborer for media center - PECY
Check all film for damage
Rewind and repair all film after use
Keep conference room in order for meetings
Operate duplicating equipment
Handles heavy materials for teachers getting orders filled
Other responsibilities as assigned

ORGANIZATIONAL CHART
DIVISION OF INSTRUCTION
September 7, 1976


Assistant Superintendent for Instructional Services
Director
Assistant to Director
Early Childhood Program
Assistant Director Dr. Causey
Assistant Director Dr. Owens
Career Education Program
Languages and Fine Arts Section
Right to Read Section
Teacher Certification Section
General Administration & Accreditation Section
Teacher Education & Professional Development Section
Pupil Personnel Services Section
Health, Physical Education, Recreation, and Driver and Traffic Safety Ed. Section
Basic Sciences Section
Educational Television Section
Exceptional Children & Youth Section

STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH



Workscope Area I

1. Element Statement/Introduction

I A: Assist states in local and state materials - center service stimulation or development.

2. Major Activities

Under the auspices of the Alabama Learning Resource Center, two Metro Learning Resource Centers were established during the contract period which adequately and viably meet the needs of their service areas. In 1975 two associate Learning Resource Centers (LRC's) were established--one with the Baldwin County Board of Education located in Fairhope, Alabama, serving the Mobile and Baldwin County geographical areas, and another with the Homewood City Board of Education serving Midfield City, Fairfield City, Vestavia Hills City, Birmingham City, St. Clair County, Mt. Brook City, Bessemer City, Jefferson County, Shelby County, Tarrant City, and Homewood City.

In 1977, four more associate centers were funded with State funds as follows:

a. Athens City Associate Learning Resource Center serving Limestone County, Decatur City, Hartselle City, Morgan County, Huntsville City, Madison County, Lauderdale County, Colbert County, Sheffield City, Franklin County, Jackson County, Scottsboro City, Arab City, Marshall County, Athens City, and Athens State College.

b. Covington County Associate Learning Resource Center serving Andalusia City, Opp City, Florala City, Butler County, Crenshaw County, Coffee County, Elba City, Enterprise City, Conecuh County, Geneva County, Brewton City, and Escambia County.

c. Dothan City Associate Learning Resource Center serving Dale County, Daleville City, Dothan City, Henry County, Houston County, Ozark City, Troy State University and the Special Education Department of the Ft. Rucker/Dothan campus. Dothan City will most likely expand their service area to include more LEAs but this is not written into their contract at the present time.

d. Jacksonville Associate Learning Resource Center serving Jacksonville City, Piedmont City, Oxford City, Anniston City, Calhoun County, Etowah County, Gadsden City, Attalla City, Clay County, Cleburne County, Talladega City, Talladega County, Fort Payne City, and Cherokee County.

The overall goal of self-sufficient state and local media support services was met during the contract period by the establishment of these six associate learning resource centers.

3. Results/Conclusions

Dramatic effects of this effort were registered with the providing of media and materials support services in the designated service areas of the new associate learning resource centers network.

4. Recommendations

A continual program of expansion of associate learning resource centers is recommended until every local education agency in Alabama has access to a local associate learning resource center.

Workscope Area I

1. Element Statement/Introduction

I C: Provide SEAs and LEAs consultation on educational technology of special education materials - usage.

2. Major Activities

Consultant services dealing with special education materials usage was provided extensively during the contract period by professionals of the Alabama Learning Resource Center to the 127 local education agencies in Alabama and universities offering special education courses as well as to other sources outside the State of Alabama. Providing local education agencies and universities with judgements as to possible, practical, and desirable solutions was provided during the contract period by receiving and honoring 67 requests for consultant services within the last nine months of the contract period. Most requests were concerning educational technology as related to special education materials usage. Consultant services were also provided to the associate learning resource centers during the contract period as well as to the Alabama Resource Center (RRC).

3. Results/Conclusions

With the Net increase in actual delivery to qualified consumer groups, consultant services dealing with special education materials usage has provided an observable positive link in serving the exceptional children of Alabama Positive provision of consultant services on educational technology related to special education materials usage has been provided in a viable manner.

4. Recommendations

A continued on-going program of consultant services dealing with special education materials usage is a keystone in the structure of the Alabama Learning Resource Center Workscope; therefore, continuation of this element would be vital in offering a full range of services to special educators in Alabama.

Workscope Area I

1. Element Statement/Introduction

I D: Develop a capacity for conduct of (or participation in) media and materials conferences and workshops.

2. Major Activities

During the last three calendar quarters the Alabama Learning Resource Center has conducted 45 workshops with a total of 875 workshop participants, and in the previous four calendar quarters prior to the above mentioned dates the Alabama Learning Resource Center conducted 57 workshops with a total of 2,351 participants. During the previous seven calendar quarters, the Alabama Learning Resource Director participated in 19 conferences.

3. Results/Conclusions

The effects of this effort by the Alabama Learning Resource Center offered comprehensive in-service training to teachers of exceptional children in Alabama in all disability areas as listed in the Alabama State Plan. The capacity in service delivery capability was strengthened by workshops that were designed for teachers who train teachers at the local education agency level.

4. Recommendations

An on-going program of conducting and participating in media and materials conferences should be continued as an integral past of a complete service delivery program for the Alabama Learning Resource Center.

Workscope Area III

1. Element Statement/Introduction

III A: Help trainers to identify media, materials, and educational technology training needs.

2. Major Activities

During the previous seven calendar quarters the Alabama Learning Resource Center has assisted in honoring 67 requests from colleges and universities in identifying specific materials and programs. The number of training materials identified registers 81 for this time period. Under this element plans for needs assessments as well as the actual needs assessment were completed with the Alabama Learning Resource Center having primary responsibility for conducting the needs assessments.

3. Results/Conclusions

The effects of this effort were felt strongly in that special education teacher training institutions in Alabama were to further identify media materials and educational technology by contacting the Alabama Learning Resource Center for this free service.

4. Recommendations

An on-going program of helping trainers to identify media, materials, and educational technology is seen as a vital link in service to teacher training institutions in Alabama. In any planning of a service delivery program for the Alabama Learning Resource Center, this element should receive high priority.

Workscope Area III

1. Element Statement/Introduction

III C Help trainers to locate extant and usable training programs and materials which fulfill needs.

2. Major Activities

During the time period September 1, 1975, through August 31, 1976, twenty-six different requests from institutions were honored in that the Alabama Learning Resource Center assisted in identifying 40 training materials. In the last three quarters from September 1, 1976, through May 31, 1977, forty-one universities and colleges requests were honored in that the Alabama Learning Resource Center which assisted in identifying specific materials and programs. Twenty-four universities and colleges were assisted in obtaining specific materials and programs from these requests. The surveying of all available training materials took place during the contract period in the Alabama Learning Resource Center as well as in the six associate learning resource centers in the network. The Alabama Learning Resource Center has also acted as a clearing house to assist the associate learning resource centers in identifying and obtaining specific materials and programs for universities and colleges.

3. Results/Conclusions

The effects of this effort can lead to the conclusion that associate learning resource centers and universities and colleges through identifying and obtaining specific materials and programs were better able to serve their target populations with better expertise. There was a perceived change in capability to serve these populations by having the availability of source information from the Alabama Learning Resource Center.

4. Recommendations

A continued on-going program in helping trainers to locate extant and usable training programs and materials which fulfill needs in a vital part of the service function of the Alabama Learning Resource Center and needs to be considered as a high priority in planning to meet needs.

Workscope Area VI

1. Element Statement/Introduction

VI A: Conduct project planning, monitoring, reporting, and other necessary management functions.

2. Major Activities

Devising project plans and conducting internal management functions to best implement and account for those plans within the ALRC Workscope has been continually practiced by the staff at the Alabama Learning Resource Center. In order to produce administrative procedures which would represent the best thinking throughout the Network, the Alabama Learning Resource Center has contacted two member states to gain insight into best practices as well as kept in close contact concerning these policies with the Southeast Learning Resource Center.

The conducting of project planning has been an on-going process throughout the duration of the project. The production of the Alabama Learning Resource Center project plans were always based on prioritized needs as established by the Alabama Learning Resource Center Advisory Committee. Internal monitoring has helped the quality of services offered from the Alabama Learning Resource Center. The preparation of project reports have been submitted on a quarterly basis to the Southeast Learning Resource Center as required.

3. Results/Conclusions

These activities have provided a constant quality structure in the capability of the Alabama Learning Resource Center to serve its service area.

4. Recommendations

None

Workscope Area VI

1. Element Statement/Introduction

VI B: Participate in Network coordination activities.

2. Major Activities

Through participating in meetings and conferences internal to the ALRC Network and those involving external agencies where ALRC personnel participated to benefit regional and Network interests, the ALRC professionals participated in over 20 meetings and conferences. Many conference presentations were organized and presented throughout the region at the many regional meeting sponsored by the Southeast Learning Resource Center. Additionally, meetings with other agencies and organizations related to the projects of the Alabama Learning Resource Center were beneficial and helpful in coordination activities.

Participation in external activities for professional development was strengthed by the University of Alabama offering 18 graduate credit semester hours in special education for the staff of the Program for Exceptional Children and Youth during the contract period. All professionals of the staff of the Program for Exceptional Children and Youth availed themselves of this opportunity in part or in full. Participation in several training programs and workshops outside Alabama enabled the Alabama Learning Resource Center professionals to enhance professional capabilities and competencies.

3. Results/Conclusions

The effectiveness of the effort was invaluable in keeping the Alabama Learning Resource Center aware of current trends and regulations. A change in the capability to serve is related to the expertise gained in such participation.

4. Recommendations

It is recommended that this element be an on-going part of Network coordination activities.

FLORIDA

FLORIDA LEARNING RESOURCES SYSTEM
CONTRACT NO. 300-75-0071

FINAL TECHNICAL REPORT
SEPTEMBER 1, 1974—MAY 31, 1977

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS
DIVISION OF PUBLIC SCHOOLS
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
An Equal Opportunity Employer

FLORIDA LEARNING RESOURCES SYSTEM
FINAL TECHNICAL REPORT

ABSTRACT

NATURE OF PROJECT WORK

The purpose of this project is to facilitate, through State program development, instructional support services related to media and materials information, delivery, and training to district exceptional student education programs.

ACTIVITIES

Project activities have been targeted on the development of a Statewide network of associate centers through consultant services to districts for needs assessment, resource planning, and technical assistance in proposal submission; and on the coordination of network activities, including the development of policies and procedures for network operations, ongoing technical assistance, consultation, and training for associate center staffs and district program personnel, and network monitoring and evaluation.

RESULTS

State program development has been accomplished to the extent that exceptional student educators in 59 of Florida's 67 school districts, representing 87% of the total program population, have access to the resources and services of the Florida Learning Resources System through 14 established associate centers. During the past year, these centers provided direct services to 96% of the 5,328 teachers eligible for project participation within their service areas. Inservice training, a major program objective, involved 83% of all eligible teachers. A total of 1,123 staff development/inservice training activities were held in conjunction with district exceptional student education programs in the 14 associate center service areas; these sessions involved a total of 28,460 special educators in 127,539

participant-hours of training.

Four additional associate center projects have been approved for funding effective April 1, 1977. These centers will complete the proposed Statewide network, extending services to all exceptional student education programs.

The Clearinghouse/Information Center, a specialized center in the Florida Learning Resources System Network which functions as a coordinating unit for associate center and district program information and materials services, has continued to expand its services. During the period of this project, the Clearinghouse has processed a total of 7,509 requests, resulting in 4,233 materials loans and 31,919 items disseminated. Holdings have been increased to include 988 materials titles (2,161 items), representing a clearinghouse collection of all Florida-developed products related to exceptional student education, and a centralized collection of professional and parent-use resources accessible to educators throughout the State.

RECOMMENDATIONS

Based on its demonstrated capabilities, the Florida Learning Resources System should be maintained as a State-based resource system for the provision of instructional support services necessary to enable district exceptional student education programs to meet the full educational opportunities goal for handicapped children.

It is further recommended that the project workscope be broadened to include specific functions related to the provision of instructional resources for implementing individual educational plans; implementation of a comprehensive system of personnel development; and coordination of a Statewide system for dissemination and diffusion of research, demonstration, and educational practices relevant to exceptional student education.

STATEMENT OF PROGRAM ACCOMPLISHMENT

PROJECT BACKGROUND

The Florida Learning Resources System (FLRS) operates under the auspices of the Florida Department of Education to provide instructional support services to personnel engaged in the education of the handicapped in Florida's 67 district exceptional student education programs [see map, "Florida School Districts"].

These programs represent a total population of 157,586 exceptional students and 7,965 instructional personnel as summarized below:

EXCEPTIONAL STUDENT EDUCATION PROGRAM SUMMARY*

Program Area	No. Teachers	No. Aides	No. Students
Educable Mentally Retarded	1800.9	75.5	28,036
Trainable Mentally Retarded	463.6	255.0	4,797
Severely and Profoundly Retarded	42.0	52.0	349
Physically Handicapped	142.0	68.0	1,942
Physical/Occupational Therapy	29.0	6.0	794
Speech, Hearing, Language	747.8	11.0	50,390
Deaf	191.0	59.5	1,196
Vision	90.0	11.0	872
Emotionally Disturbed	649.6	198.8	9.042
Socially Maladjusted	207.9	15.5	3,150
Specific Learning Disabilities	1316.0	133.0	29,689
Gifted	494.9	13.5	25,558
Hospital/Homebound	241.9	1.0	1,771
Varying Exceptionalities	314.0	14.5	**
Supervisory	289.9	5.0	**
Job Placement	24.0	1.0	**
TOTALS	7044.5	920.3	157,586

*Data are from 1975-76 Annual Report.
**Included in figures for specific areas of exceptionality.

Major project efforts of the Florida Learning Resources System are directed toward the provision of locally-accessible services to Florida's exceptional student educators through the establishment of specialized and associate centers to serve

FLORIDA SCHOOL DISTRICTS

all district programs, and coordination of these as an effective Statewide network.

Specialized Centers

The Clearinghouse/Information Center provides a centralized collection of professional resources for exceptional student educators. As an information service of the Bureau of Education for Exceptional Students, the Clearinghouse disseminates Department of Education publications relevant to program planning, implementation, and evaluation. Through its Florida-Developed Products Listing, educators have access to a comprehensive loan collection of program materials developed throughout the State. A separate loan collection represents program materials from other sources, including publications of the Council for Exceptional Children, the ALRC/RRC Network, and other states' programs and projects, as well as selected commercial materials related to specific areas of exceptionality. These materials are listed in the Clearinghouse Collection Catalog. Resources for parents include a specialized collection cataloged in For Parents of Exceptional Children: A Bibliography. In cooperation with the Florida Educators' Information Service, the Clearinghouse also provides access to the national ERIC collection and other computerized data bases, and processes individual search requests related to specified educational information needs.

The Florida Instructional Materials Center for the Visually Handicapped (FIMC/VH) has as its central purpose the improvement of education for the visually handicapped through efficient and effective distribution of specialized instructional materials. Created by legislative appropriation in 1972, FIMC/VH is established within the Department of Education and operates through contractual agreement with the Hillsborough County Board of Public Instruction (Tampa). Services related to the cataloging, standardization, production, procurement, storage, and distribution of braille, large print, tangible apparatus, and other specialized educational materials for Florida's blind and partially-sighted students in grades K-12 are offered through this coordinating unit and resource center. The Center has an inventory of 10,000 copies of braille, large print, and recorded textbooks, as well as specialized equipment for use by the visually impaired; it also maintains equipment for quality reproduction of materials in these formats, and provides access to any resource available nationwide from other such specialized centers. FIMC/VH may, as a second priority, extend appropriate services to other exceptional students consistent with provisions and criteria established to the extent that resources are available.

Associate Centers

Effective April 1, 1977, exceptional student educators in all of Florida's district programs have access to the resources and services of the Florida Learning Resources System through the Associate Centers delineated in the attached map [FLRS Associate Center Network].

Based on district planning and ongoing needs assessment, each Center provides comprehensive services within its designated service area in accordance with the following workscope functions:

(1) To provide, consistent with each district's comprehensive system of personnel development, inservice training programs for the development/updating of attitudes, skills, and instructional practices and procedures necessary to the education of handicapped children.

FLORIDA LEARNING RESOURCES SYSTEM

Associate Center Network

Region	Associate Center	Service Area
1	FLRS/ACTION	Orange, Osceola, Seminole
2	FLRS/ALPHA	Palm Beach, Martin, Okeechobee, St. Lucie
3	FLRS/APALACHEE	Leon, Gadsden, Jefferson, Wakulla
4	FLRS/BUCCANEER	Hillsborough, Pasco
5	FLRS/CENTRAL	Polk, Highlands
6	FLRS/CROWN	Duval, Clay, Nassau, St. Johns
7	FLRS/EAST	Brevard, Flagler, Indian River, Volusia
8	FLRS/GULF COAST	Pinellas
9	FLRS/MEDIA	Broward, Collier
10	FLRS/PAEC	Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton
11	FLRS/PINES	Alachua, Bradford, Dixie, Gilchrist, Putnam, Union
12	FLRS/SEVEN	Hamilton, Baker, Columbia, Lafayette, Madison, Suwanee, Taylor
13	FLRS/SHORE	Okaloosa, Santa Rosa
14	FLRS/SOUTH	Dade, Monroe
15	FLRS/SOUTHWEST-6	Charlotte, DeSoto, Glades, Hardee, Hendry, Lee
16	FLRS/SPRINGS	Marion, Citrus, Hernando, Lake, Levy, Sumter
17	FLRS/SUNCOAST	Sarasota, Manatee
18	FLRS/WESTGATE	Escambia

(2) To provide assistance in the identification, selection, acquisition, use, and evaluation of media and materials appropriate to instructional programs based on individual educational plans.

(3) To provide information services for the dissemination of significant information and promising practices derived from educational research, demonstration, and other projects.

Such services must be in compliance with programs and procedures designated in each district's approved District Procedures for Providing Special Education for Exceptional Students, and in compliance with established priorities for the provision of appropriate educational programs for handicapped students.

PHILOSOPHY, GOALS AND OBJECTIVES

The major goal of this project has been to provide an instructional support system responsive to assessed needs of district exceptional student education programs in accordance with the following objectives:

(1) Establish, monitor, and coordinate a network of FLRS Associate Centers so that 100% of Florida's exceptional student educators have local access to direct services related to media and materials information, delivery, and training:

(1.1) Implement Florida Plan for Associate Center Development and Maintenance. [See Workscope Element IA, Strategies IA-01 and IA-02.]

(1.2) Provide technical assistance, staff development training, and consultation to associate centers. [See Workscope Element IA, Strategy IA-03.]

(1.3) Facilitate FLRS Network coordination and monitoring. [See Workscope Element IA, Strategy IA-03.]

(2) Establish and maintain, in conjunction with the Bureau of Education for Exceptional Students' Clearinghouse/Information Center, a systematic, comprehensive dissemination and distribution system so that 100% of Florida's exceptional student educators have direct access to professional-use information and materials.

(2.1) Develop/collect, catalog, reproduce, and disseminate Florida-developed and other exceptional student education program materials. [See Workscope Element IA, Strategy IA-03-7.]

(2.2) Maintain an interactive system to store, retrieve, and disseminate research and related information materials in response to generic requests. [See Workscope Element IA, Strategy IA-03-7.]

(3) Develop and coordinate a system of training so that 100% of Florida's exceptional student educators participate in training to increase competencies in the appropriate use of instructional materials and educational technology for handicapped learners.

(3.1) Sponsor inservice training related to media and materials utilization in designated areas of exceptionality. [See Workscope Element ID.]

(3.2) Cooperate with associate centers/ district programs to provide media, materials, and educational technology training for exceptional student educators. [See Workscope Element ID.]

PROJECT ORGANIZATION

The Florida Learning Resources System operates through the Program Services Section, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education [see "Organization Chart"].

Professional personnel positions supported through this contract, and the responsibilities inherent to each, are as follows:

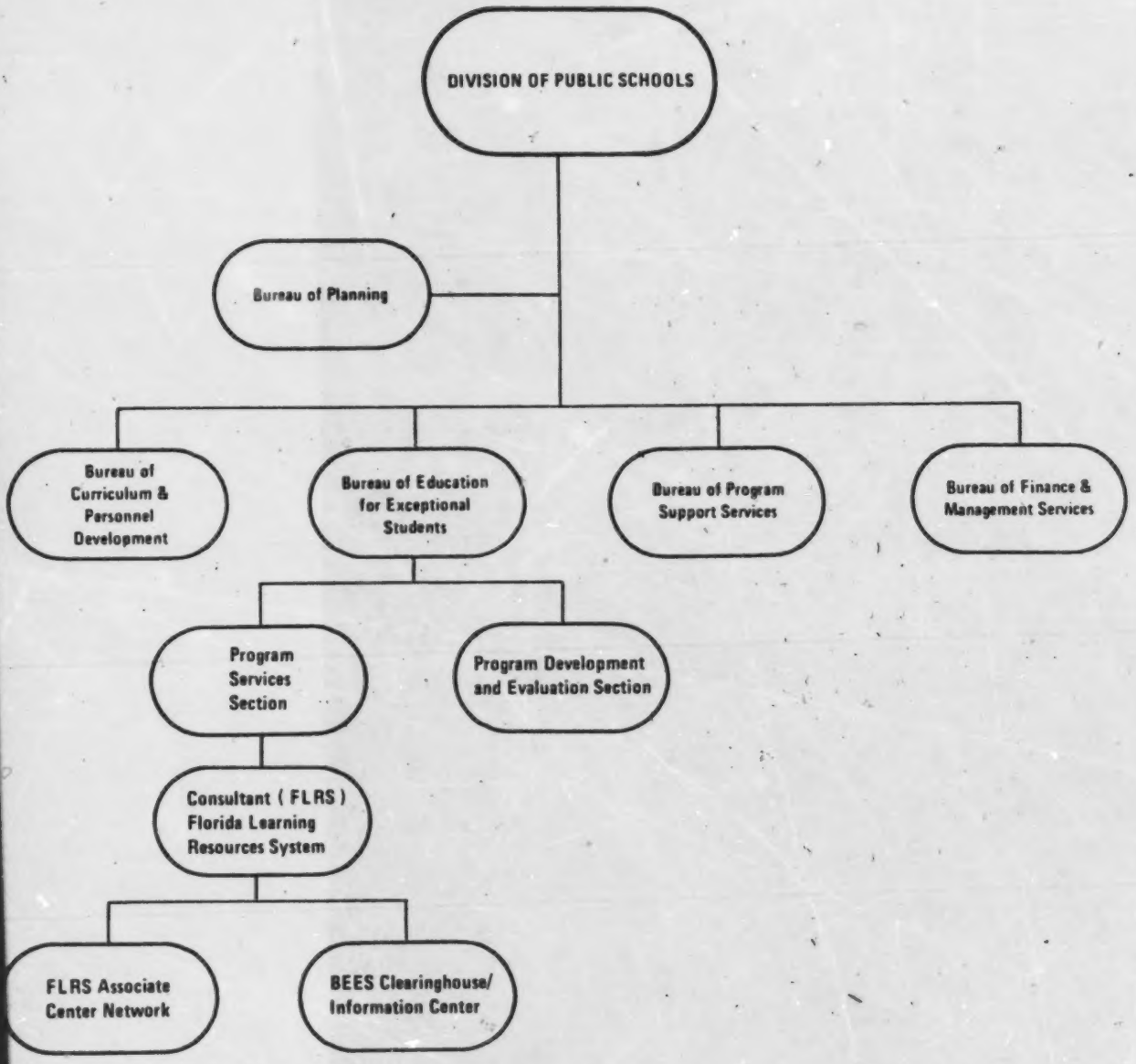
Educational Consultant III

The Florida Learning Resources System Consultant has primary responsibility for contract management, in accordance with proposal workscope elements and ALRC accountability requirements, and for coordination of the FLRS Associate Center Network:

(1) Administers contract between Department of Education and Auburn University at Montgomery (Southeast Learning Resource Center);

(2) Manages program operations of the Florida Learning Resources System in accordance with objectives, activities, and evaluation specified in the Continuing Work Statement;

(3) Completes assigned responsibilities for internal support operations of the Bureau of Education for Exceptional Students.


DIVISION OF PUBLIC SCHOOLS
Bureau of Planning
Bureau of Curriculum & Personnel Development
Bureau of Education for Exceptional Students
Bureau of Program Support Services
Bureau of Finance & Management Services
Program Services Section
Program Development and Evaluation Section
Consultant (FLRS) Florida Learning Resources System
FLRS Associate Center Network
BEES Clearinghouse/ Information Center

School Services Specialist II

The Specialist manages operations of the Bureau of Education for Exceptional Students' Clearinghouse/Information Center, and performs tasks necessary to information dissemination and materials distribution including the following:

(1) Acquires, processes, maintains, and distributes a collection of exceptional student education professional resource materials;

(2) Coordinates information services of the Bureau and of FLRS Associate Centers;

(3) Responds to information and materials needs of Bureau staff by acquiring designated materials specific to program areas;

(4) Performs other tasks related to the provision of media and materials support services as assigned by the FLRS Consultant.

Project interface with FLRS Associate Centers is accomplished through EHA Title VI-B procedures for proposal submission, review, and approval; technical assistance; and project monitoring, reporting, and evaluation. Network coordination activities include two regularly-scheduled network meetings each year, training through special study institutes, and on-site project visits. Associate center directors may also serve as representatives to the FLRS Steering Committee, a sub-committee of the State Advisory Committee on the Education of Exceptional Students.

SUMMARY OF WORK

The following summary of work details project activities specific to the workscope elements designated below:

IA ASSIST STATES IN LOCAL AND STATE MATERIALS-CENTER STIMULATION OR DEVELOPMENT

ID DEVELOP A CAPACITY FOR CONDUCT OF (OR PARTICIPATION IN) MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS

Activities related to Workscope Elements VIA and VIB have been in compliance with Regional Office policies and procedures as described elsewhere in this report.

WORKSCOPE ELEMENT IA

ASSIST STATES IN LOCAL AND STATE MATERIALS CENTER STIMULATION OR DEVELOPMENT

MAJOR ACTIVITIES

Major activities related to materials center stimulation or development during the period September 1, 1974—May 31, 1977 are delineated by strategy below:

Strategy IA-01

Information dissemination activities included a total of 12,652 contacts from the State level to promote awareness of the Florida Learning Resources System. A slide/tape presentation on the FLRS Network was developed in the original project year and updated annually for use in program presentations, including those made each year at conventions of Florida Federation CEC, Florida Association for Media in Education, and Florida Association for Retarded Citizens, as well as for the Conference of Administrators of District Exceptional Student Education Programs, the State Advisory Committee for the Education of Exceptional Students, and State Steering Committees in each program area. Additional dissemination encompassed articles in the quarterly Bureau Newsletter, and distribution of FLRS Information Packets and Network Directories.

Strategy IA-02

Network development activities during the project period resulted in the establishment of 13 new FLRS Associate Centers, extending instructional support services to 49 additional district programs representing 67% of the total exceptional student education population Statewide. This growth is summarized on an annual basis below:

> Prior to 1974-75, the FLRS Associate Center Network was comprised of five centers (Alpha, Central, East, South, and Southwest-6) serving a total of 18 district programs, and 33% of Florida's exceptional student education population.

In 1974-75, six new centers (Action, Crown, Media, PAEC, Springs, and Suncoast) were added, extending services to an additional 26 districts (39% of the total population), so that the FLRS Network was comprised of 11 centers serving a total of 44 districts, and 72% of Florida's exceptional student education population.

In 1975-76, three more centers (Buccaneer, Pines, and Seven) were funded, extending services to 15 additional districts (14% of the population), so that the FLRS Network was comprised of 14 centers serving a total of 59 districts, and 86% of Florida's exceptional student education population.

Effective April 1, 1977, four new centers (Apalachee, Gulfcoast, Shore, and Westgate) were added, extending services to 8 additional districts (14% of the total population). These centers enabled completion of the planned FLRS Associate Center Network of 18 centers serving all 67 district programs, and 100% of the exceptional student education population.

EHA Title VI-B funding of the FLRS Associate Center Network, summarized on an annual basis in the attached chart ["Project Funding Overview"], amounted to a total of $3,731,380. during this project period.

Strategy IA-03

Support and expansion of LRC services included training of 417 Associate Center staff participants for a total of 1,196 person days. Training was provided through FLRS Steering Committee and Network Task Force Meetings; two regularly-scheduled network meetings each year (Orientation/Management Conference and Sharing Best Practices Training Session); network meetings held in conjunction with other conferences; a series of Special Study Institutes in program areas; and miscellaneous training activities conducted in response to center requests.

Management information services were provided in accordance with EHA Title VI-B procedures for proposal submission, review, and approval; technical assistance; and project monitoring, reporting, and evaluation. Documentation of these procedures includes project criteria and guidelines; proposal submissions; proposal reviews and negotiations; records of project monitoring/evaluation visits; and quarterly, interim, and end-of-year project reports. Other services included

FLORIDA LEARNING RESOURCES SYSTEM
ASSOCIATE CENTER NETWORK

EHA TITLE VI-B PROJECT FUNDING OVERVIEW

Associate Center	Host District/Service Area	Project Amount 1972-73	1973-74	1974-75	1975-76	1976-77*	Total
Alpha	Palm Beach/Martin, Okeechobee, St. Lucie	$ 99,983	$ 91,002	$ 105,952	$ 112,642	$ 125,963	$ 535,542
Central	Polk/Highlands		73,467	72,543	76,170	88,925	311,105
East	Brevard/Flagler, Indian River, Volusia		74,980	72,700	95,471	99,903	343,054
South	Dade/Monroe		99,967	114,579	120,308	143,076	477,930
SW-6	Charlotte/DeSoto, Glades, Lee, Hardee, Hendry		74,737	73,992	77,692	82,863	309,284
Action	Orange/Osceola, Seminole			96,939	101,786	112,797	311,522
Crown	Duval/Clay, Nassau, St. Johns			95,000	100,127	116,413	311,540
Media	Broward, Collier			95,000	101,053	124,470	320,523
PAEC	Washington/Bay, Calhoun, Gulf, Franklin, Holmes, Jackson, Liberty, Walton			74,950	78,698	81,758	235,406
Springs	Marion/Citrus, Hernando, Lake Levy, Sumter			80,009	78,398	89,450	247,857
Suncoast	Sarasota/Manatee			53,071	70,403	85,174	208,648
Buccaneer	Hillsborough/Pasco				97,096	113,407	210,503
Pines	Alachua/Bradford, Dixie Gilchrist, Putnam, Union				103,130	86,474	189,604
Seven	Hamilton/Baker, Columbia, Lafayette, Madison, Taylor, Suwanee				68,856	77,412	146,268
Apalachee	Leon/Gadsden, Jefferson, Wakulla					** 20,326	20,326
Gulf Coast	Pinellas					** 24,980	24,980
Shore	Okaloosa/Santa Rosa					** 19,819	19,819
Westgate	Escambia					** 21,605	21,605
	TOTALS	$ 99,983	$414,153	$934,735	$1,281,830	$1,514,815	$4,245,516

* FY 1977 Project Amounts are calculated on a base cost per center of $70,000, plus a per-student distribution of $3.83865.

** Fourth Quarter funding only.

issuance of a network procedures manual, project workscope and workscope menu, and policy and procedures information included in a series of network memoranda.

A total of 4,786 assistance requests were fulfilled through telephone, mail, and office contacts during the project period, and 43 on-site technical assistance and project review visits were conducted to Associate Center projects.

Strategy IA-03-7

The State-based resource system, maintained through the FLRS Clearinghouse/ Information Center, provided exceptional student education personnel throughout the State with access to a centralized collection of professional and parent-use resources.

The Clearinghouse maintained a collection of 988 materials titles (2,161 items), as represented in the Florida-Developed Products Listing, the Clearinghouse Collection Catalog, and For Parents of Exceptional Students: A Bibliography. Nine editions of these catalogs were published, resulting in a total catalog distribution of 7,383 copies.

Two thousand one hundred twenty-eight (2,128) materials requests were processed, for a total loan circulation of 4,233 items. Materials distribution (free or purchased copies) included 31,919 items to target populations and in response to 5,381 requests.

These data are summarized by collection as follows:

	FDPL	CCC	PIB	TOTAL
Total Collection (No. Titles)	296	—— 692——		988
Total Collection (No. Items)	740	——1,421——		2,161
Catalog Editions Produced	4	2	3	9
Catalog Copies Distributed	2,554	1,602	3,227	7,383
Loan Requests Processed	680	——1,448——		2,128
Total Loan Circulation (Items)	1,265	——2,968——		4,233
Distribution Request Processed	5,381	——	——	5,381
Total Distribution (Copies)	31,919	——	——	31,919

In conjunction with the Florida Educators' Information Service, 935 exceptional student education information searches were processed utilizing the Lockheed Dialog Retrieval Service. A toal of 8,621 ERIC documents (14,331 microfiche sheets) were reproduced and disseminated.

RESULTS/CONCLUSIONS

As a result of activities related to Workscope Element IA, project objectives have been accomplished to the extent that:

> 100% of Florida's exceptional student educators have local access to direct services related to instructional materials development; media, materials, and educational technology training; and media and materials information and delivery through FLRS Associate Centers.
>
> 100% of Florida's exceptional student educators have direct access to professional-use information and materials through the FLRS Clearinghouse/ Information Center.

Impact data detailed in Section III evidences that resources and services were available and significantly utilized, and that services were found to be effective.

RECOMMENDATIONS

Future implementation of this Workscope Element would be facilitated through the sharing of updated information regarding various patterns of LRC funding, management, and operations.

LRC service delivery functions must also be reconsidered in terms of assistance to district programs in meeting the full educational opportunities goal for handicapped children.

WORKSCOPE ELEMENT ID

DEVELOP A CAPACITY FOR CONDUCT OF MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS

MAJOR ACTIVITIES

Major activities related to the conduct of media and materials conferences and workshops are delineated for Strategy ID-01 below:

Strategy ID-01

Media and materials training included the following major activities:

FLRS sponsored a joint Staff Development Institute for FLRS and Diagnostic and Resource Center personnel. The 5-day training session utilized as course materials the Wiley Educator Introspect Series and involved intensive instruction and practice in training techniques, including problem-solving, management skills, communication, group dynamics, and perception of individual capabilities and differences.

FLRS sponsored a series of three Special Study Institutes for associate center and district program personnel on "Instructional Materials: A Prescriptive Approach to Their Selection, Evaluation, and Use." Subsequent training at the district level involved more than 350 program personnel in activities related to Institute objectives.

The FLRS Language Materials Evaluation Project involved more than 100 district speech clinicians in training related to the identification, use, and evaluation of commercial materials appropriate to language therapy. Local training sessions were conducted in the 11 participating districts by teams comprised of contact clinicians and FLRS center staff; subsequent evaluation of materials in the therapy setting resulted in recommendations for basic materials holdings specific to speech, language, and hearing.

"Resources for Teaching the Emotionally Disturbed" was the topic of a Special Study Institute focused on instructional resources recommended through a survey of teachers of the emotionally disturbed. The Institute featured presentations and teacher-sharing related to curriculum, professional, and child-use materials. Participant teams comprised of FLRS center staff and program representatives conducted subsequent training activities at the local level, utilizing materials made available through the Florida Learning Resources System.

Other training activities included those conducted each year in conjunction with the conventions of Florida Federation CEC, Florida Association for Media in Education, and Florida Association for Retarded Citizens.

Training was also provided to support designated information and materials delivery functions of the Florida Learning Resources System.

A total of 1,305 participants were trained directly through the various FLRS workshop activities noted above; replication of designated activities at the associate center/district program level extended training to approximately 6,200 additional participants.

In addition to State-sponsored training functions, FLRS Associate Center Training Activities Reports for 1975-76 indicated that a total of 1,123 staff development/inservice training activities were held in conjunction with district exceptional student education programs in the 14 associate center service areas operational during that year. These sessions involved a total of 28,460 participants, including 18,137 special education teachers, with various areas of exceptionality represented as follows:

Area of Exceptionality	No. of Participants	% ESE Training Effort
Educable Mentally Retarded	4,626	25 %
Specific Learning Disabilities	3,814	21
Emotionally Disturbed	1,941	11
Trainable Mentally Retarded	1,544	9
Speech/Language/Hearing	1,542	9
Deaf	745	4
Visually Handicapped	367	2
Physically Handicapped	359	2
Homebound/Hospitalized	244	1
Other	2,955	16
SUMMARY	18,137	100 %

Other training participants totaled 10,323, including regular class teachers, 3,600; program administrative and supervisory personnel, 2,110; parents, 1,302; university personnel, 879; agency representatives, 606; private school personnel, 346; and all other personnel, 1,480.

RESULTS/CONCLUSIONS

As a result of project activities related to Workscope Element ID, project objectives have been accomplished to the extent that

> 83% of Florida's exceptional student education personnel have participated in training to increase competencies in the appropriate use of instructional media, materials, and educational technology for handicapped children.

Impact data detailed in Section III evidences that training was found to be effective.

RECOMMENDATIONS

Design of comprehensive systems of personnel development to support the full educational opportunities goal for all handicapped children should take into consideration LRC capabilities for provision of inservice training and related support services.

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF MAJOR PROJECT SUCCESSES

Major project successes are evidenced in the attainment of project objectives to the extent specified for each in the discussions of activities related to each Workscope Element above.

The accomplishments of the Florida Learning Resources System are also attested by the participation of all districts in this network, as well as by the continued commitment for funding of FLRS Associate Centers.

The expanded workscope of the Florida Learning Resources System [see Project Background] also acknowledges the capabilities of this network in providing support services to enable districts to meet the full educational opportunities goal for all handicapped children, especially as these services relate to

a comprehensive system of personnel development for all persons engaged in the education of handicapped children in Florida.

IMPACT ON SPECIAL EDUCATION DELIVERY SYSTEMS

Impact of the Florida Learning Resources System has been documented through EHA Title VI-B evaluations of associate center projects; an evaluative study conducted by the Bureau of Education for Exceptional Students; and an independent study of the FLRS Network.

EHA Title VI-B Project Evaluations

EHA Title VI-B Project Evaluations, compiled from FLRS Associate Center End-Of Year Reports for 1975-76,* indicated that direct services (information, materials, training) were provided to 96% of the approximately 5,328 teachers eligible for participation in the 14 FLRS projects operational during that school year; 83% of all eligible teachers participated in inservice training activities of the Centers. These data are delineated by program area in the following charts:

EHA TITLE VI-B PROJECT EVALUATION
FLRS END-OF-YEAR PROJECT REPORTS, FY 1976

Network Summary
Teachers Participating in Direct Services

	FLRS ASSOCIATE CENTER NETWORK		
Area of Exceptionality	**Total Number of Teachers**	**Number Participating In Direct Services**	**Percent Participating In Direct Services**
Educable Mentally Retarded	1555	1505	97%
Trainable Mentally Retarded	441	434	98
Physically Handicapped	143	137	96
Physical/Occupational Therapy	17	06	35
Speech/Language/Hearing	666	620	93
Deaf	180	173	96
Vision	74	72	97
Emotionally Disturbed	577	545	94
Specific Learning Disabilities	1100	1061	96
Hospital/Homebound	149	119	80
Varying Exceptionalities	287	283	99
Other	139	134	96
SUMMARY:	**5328**	**5089**	**96%**

*Data are now being compiled from End-of-Year Reports for 1976-77 and will be made available through the Final Quarterly Report for this project.

EHA TITLE VI-B PROJECT EVALUATION
FLRS END-OF-YEAR PROJECT REPORTS, FY 1976

Network Summary
Teachers Participating in Inservice Training

Area of Exceptionality	FLRS ASSOCIATE CENTER NETWORK		
	Total Number of Teachers	Number Participating In Direct Services	Percent Participating In Direct Services
Educable Mentally Retarded	1555	1376	88%
Trainable Mentally Retarded	441	368	83
Physically Handicapped	143	102	71
Physical/Occupational Therapy	17	06	38
Speech/Language/Hearing	666	537	81
Deaf	180	157	87
Vision	74	68	92
Emotionally Disturbed	577	464	80
Specific Learning Disabilities	1100	924	84
Hospital/Homebound	149	102	68
Varying Exceptionalities	287	200	70
Other	139	125	90
SUMMARY:	**5328**	**4429**	**83%**

Survey of District Program Coordinators and Supervisors

A survey designed to elicit attitudes of exceptional student education program personnel toward the Florida Learning Resources System was conducted in January, 1976, by the Bureau of Education for Exceptional Students. Surveys were distributed to program staff in the 59 district participating in the 14 FLRS Associate Center projects operational during 1975-76. From a potential respondent population of 171 program coordinators and supervisors, 151 completed forms--representing an 88% return--were received.

The survey consisted of 44 statements relevant to FLRS project concerns; respondents reacted to each statement by making a forced-choice response (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree).

The mean responses for the entire population of respondents, based on response values on a 5-point scale (SA=5; SD=1), are summarized by item in the following report:

EHA TITILE VI-B PROJECT EVALUATION
FLORIDA LEARNING RESOURCES SYSTEM ASSOCIATE CENTERS

SURVEY OF DISTRICT PROGRAM COORDINATORS AND SUPERVISORS

MEAN RESPONSE BY SURVEY ITEM**

NETWORK RATIONALE

01 The FLRS associate center concept is an effective means of providing media/materials support services to district ESE programs.....4.6424

05 *Administrators/supervisors feel their district programs have received a fair share of multi-county center services.....4.2206

26 FLRS projects have contributed to better cooperation among district ESE programs in multi-county services areas.....3.7647

32 FLRS centers have demonstrated that multi-county projects can be successful.....4.0147

44 It is important that FLRS operate as a statewide network, with interaction and cooperation among associate centers.....4.2450

NEED

02 Center activities have addressed identified program needs.....4.3709

09 FLRS projects (do not) duplicate already available services.....4.1060

27 Teachers need center resources and services.....4.4503

AWARENESS

10 *Administrators/supervisors are aware of FLRS resources and services.....4.4040

34 Teachers (are) well-informed re FLRS resources and services.....3.9868

USE

11 Most teachers (have) used center resources and services.....3.9205

40 Program activities have frequently included FLRS resources/services.....3.9139

FACILITIES

23 Center facilities (are adequate).....3.4106

**Means are based on the entire population of respondents(N=151).

STAFF

14 Center staff are well-qualified to carry out responsibilities.....4.2781

42 Centers (are) adequately staffed to provide effective services.....3.4768

22 Center staff have responded efficiently and effectively to *administrators/supervisors requests.....4.4702

31 *Administrators/supervisors think FLRS staff are doing a good job.....4.4503

35 FLRS staff have established good working relationships with teachers.....4.1656

37 Center staff have successfully involved ESE administrative/supervisory personnel in activities.....4.1060

PLANNING/NEEDS ASSESSMENT

03 *Administrators/supervisors have participated in planning center activities for their programs.....4.1788

17 Through needs assessment procedures, FLRS projects have effectively identified and addressed major areas of program concern.....3.7815

19 Teachers have had an opportunity to provide input into center planning.....3.8411

INSERVICE TRAINING

04 FLRS inservice training (has) been effective.....4.2980

21 Most staff development activities for teachers are coordinated through FLRS.....3.5563

30 Most teachers have participated in FLRS-sponsored inservice training.....4.1788

39 Training opportunities for ESE personnel have improved as a result of FLRS.....4.2252

INSTRUCTIONAL TECHNIQUES

12 As a result of FLRS activities, teachers are more proficient in prescriptive teaching techniques.....3.5099

16 As a result of FLRS activities, teachers more often utilize effective instructional techniques.....3.8742

NEWSLETTER

15 FLRS newsletters have been helpful to teachers.....4.1987

INSTRUCTIONAL MATERIALS

06 Through FLRS centers, teachers have access to a greater variety of instructional materials.....4.3444

20 FLRS activities have resulted in more effective utilization of instructional materials.....3.9603

24 FLRS activities have improved teachers' awareness of media and materials resources available to them.....4.1921

29 FLRS activities have increased teachers' competencies in selecting, using, evaluating instructional materials.....3.9073

CENTER SUPPORT

07 Associate center projects have contributed to improved instruction for students.....4.0066

13 Center activities are important to the effectiveness of ongoing programs.4.0861

25 *Administrators/supervisors (do feel) FLRS projects have provided effective program support services.....4.2252

28 ESE programs have benefited from FLRS support services.....4.3444

36 FLRS activities (have had) impact on programs.....4.2318

38 Based on FLRS experience to date, *administrators/supervisors (would support) continuation of these projects.....4.3444

41 Teachers (do feel) that FLRS projects are important to them.....3.9735

CENTER FUNDING

08 *Administrators/supervisors support the use of VI-B funds for establishment and maintenance of associate centers.....4.4901

18 (FLRS associate centers are as important to ESE as other VI-B projects)..3.7881

33 If federal funds were no longer available for FLRS, *administrators/supervisors would support the use of district funds to continue centers..3.8013

43 FLRS should be continued as a priority area for VI-B funding.....4.3046

Survey of Exceptional Student Education Instructional Personnel

An independent study was conducted during the spring of 1977 to elicit the attitudes of exceptional student education instructional personnel toward the Florida Learning Resources System.

Questionnaires were distributed to a controlled random sample of 700 teachers Statewide; 508 completed questionnaires--representing a 73% return--were received.

Preliminary data from this study are summarized below for selected items pertaining to workscope areas:

General Questions--Local FLRS Associate Center

Item No. 6 — How well acquainted do you consider yourself to be with the products and services of the FLRS Associate Center serving your county?

% of Respondents	Response Statement
0	Have not heard about it.
4	Have heard about it, but do not know much about it.
15	Do know something about its products and services.
43	Am moderately familiar with its products and services.
39	Am very familiar with its products and services.

"MEAN RESPONSE": 4.15 (5-POINT SCALE)

Item No. 7 — What effect do you believe the FLRS Associate Center serving your county has had on education of handicapped students in your school?

% of Respondents	Response Statement
12	Cannot estimate the effect.
5	Little or no positive effect.
23	Some positive effect.
34	A moderate amount of positive effect.
26	A great deal of positive effect.

"MEAN RESPONSE": 3.56 (5-POINT SCALE)

8 Rate the overall frequency of usage of FLRS products or services.

% of Respondents	Response Statement
4	Never
43	Infrequent
41	Frequent
12	Very Frequent

"MEAN RESPONSE": 2.64 (4-POINT SCALE)

General Questions—FLRS Inservice Training

Item No. Question

28 How well informed do you consider yourself to be in terms of inservice activities available to you through FLRS?

% of Respondents	Response Statement
3	Not aware of such activities.
12	Aware of such activities, but know very little.
16	Somewhat aware of such activities.
35	Am moderately aware of such activities.
33	Am very much aware of such activities.

"MEAN RESPONSE": 3.83 (5-POINT SCALE)

29 In general, of how much value have inservice activities of your FLRS Associate Center been to you?

% of Respondents	Response Statement
9	Cannot assess value
10	Of little or no value.
29	Of some value.
34	Of significant value.
17	Of very significant value.

"MEAN RESPONSE": 3.39 (5-POINT SCALE)

30 Rate your frequency of attendance at FLRS inservice training activities:

% of Respondents	Response Statement
8	No attendance.
15	Attendance at one activity.
26	Attendance at two activities.
34	Attendance at three activities.
16	Other (specify:)

"MEAN RESPONSE": 3.34 (5-POINT SCALE)

RECOMMENDATIONS FOR FUTURE EFFORTS WITHIN PRESENT WORKSCOPE

Project activities within the present workscope should be directed toward expansion or improvement of instructional programs for the most severely handicapped in each program area, and to support services needs related to the development and implementation of individual education plans.

RECOMMENDATIONS FOR MODIFICATION OF PRESENT WORKSCOPE

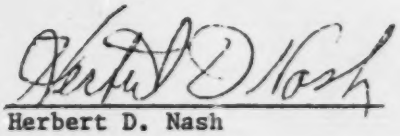
Modification of the present ALRC workkscope should address program support services inherent to attainment of the full educational opportunities goal for handicapped children, including especially those services specified in proposed P.L. 94-142 regulations for comprehensive systems of personnel development

GEORGIA

FINAL TECHNICAL REPORT
GEORGIA LEARNING RESOURCES SYSTEM
ALRC COMPONENT

For the Period Covering
September 1, 1974 to
May 31, 1977

Contracting Agency: Georgia Department of Education



Herbert D. Nash
Project Director

FINAL TECHNICAL REPORT: GEORGIA
September 1, 1974 - May 31, 1977

I. ABSTRACT

A. Nature of the Project Work

The Georgia Learning Resources System (GLRS) operates as a component of the Southeast Learning Resource Center (SELRC) which serves a six-state region. At its inception, GLRS identified the following five major program areas for concentration:

1. Teacher Education - providing a leadership role in providing both in-service and pre-service education as a means of upgrading the professional status of special education teachers for more efficient and effective services to handicapped children/youth. More recently, this focus has been extended to include staff development for regular educators serving handicapped children in mainstream educational settings.

2. Media/Materials - A major facet of GLRS has been the determination of existing materials/media available to special educators and the provision of specialized materials for short term loan and training purposes. As part of this effort, appropriate training in the use of specialized materials has been provided through demonstrations, seminars, and workshops.

3. Research and Dissemination - providing information via a statewide center network as a means of informing educators about services to exceptional children, meetings, conferences and other informational items.

4. Cooperative Ventures - working closely with other states in the region, colleges/universities, institutions, and other agencies for improved service delivery to the handicapped.

5. Satellite Operations - establishing local learning resource centers in various geographic areas of the state.

B. Methods/Procedures/Activities

GLRS provides services through sixteen Local Learning Resource Centers strategically located in the major metropolitan centers of the state and in eight Cooperative Educational Services Agencies (CESAs). Services are provided in five major areas including 1) the maintenance of instructional materials/media collection, short term loan; 2) in-service training through workshops, conferences, and seminars; 3) materials/information retrieval systems; 4) video tape collection on instructional strategies; and 5) diagnostic services for severely/multiply handicapped children.

Services are available to any individual who works with handicapped children, including regular educators, support personnel, and parents.

C. Results of Activities

During the time the project has been in operation, services have been made available to every educator throughout the state. The location of centers makes possible easy access in even remote areas, so that teachers do not have to travel more than 50 miles to visit a center.

The GLRS network was expanded from ten to sixteen centers in 1975 as a result of state and local effort. Through the following fund sources, SEA and local agencies have expanded services to include all areas of the state:

1. APEG Section 5 - State funds providing basic salaries, maintenance/operation, and textbook/consummable materials allowances for all LLRC directors.

2. Title VI-B - Federal funds utilized for salary supplements, clerical salaries, travel, office/plant operations, and other aspects of LLRC maintenance.

3. P.L. 91-230-Part D - Special education teacher training funds channelled through each LLRC for delivery of comprehansive pre- and in-service training.

4. Local Sources - Utilized for physical facilities maintenance, salary supplements, furniture and equipment, and other items not funded through state sources.

As a result of these services, an estimated 130,000 handicapped children have benefitted from GLRS services, 10,000 teachers (special and general) have participated in some phase of center services, and all twelve of the state's approved special education training programs have participated in planning and resulting GLRS programs.

D. Major Conclusions or Highlights of What was Accomplished

The establishment of the GLRS program in Georgia has served a vital role in the implementation of comprehensive programs for the handicapped. The network has been given major areas of responsibility as authorized in the revised State Plan for FY 78.

E. Major Recommendations for Future Project Efforts

While the impact of the program has been substantial, service delivery could have been greatly enhanced with assignment of additional staff in both the state office and local GLRS centers. The nature of the work-scope pointed up the need for various types of professionals such as media specialists and staff development coordinators who were not routinely assigned to centers. If the mandate of P.L. 94-142 is to be fully met, continued funding will be needed at a level to support the vastly expanded role of the network.

Additional future needs include:

1. Development of a comprehensive evaluation system to determine effectiveness of GLRS services in order to more efficiently plan and tailor services to needs of children.

2. Exploration of new delivery systems to improve services quantitatively and qualitatively.

II. STATEMENT OF PROGRAM ACCOMPLISHMENT

A. Project Background

The Georgia Learning Resources System is funded through sub-contract with the Southeast Learning Resources Center with the Georgia Department of Education acting as sub-contractor. The project is coordinated from the State Education Department as part of the total Special Education Program. The SEA provides program coordination, fiscal management, monitoring, and technical assistance to sixteen Local Learning Resource Centers located in various areas of the state. Specifically, centers are located in Albany, Atlanta, Augusta, Cleveland, Columbus, Macon, Savannah, Scottdale, Vidalia, Ellijay, Griffin, Athens, LaFayette, Waycross, Wrightsville, and Newnan. Each center serves approximately 10 to 30 surrounding counties.

The target population for the project is handicapped children/youth between the ages of 0-21 with priority on those children who are currently unserved, inappropriately served, or handicapped preschoolers. The total population of children is approximately 144,000 who are served either in special or regular education settings. An estimated 6,000 special education teachers and 20,000 regular education staff receive GLRS services each year through participation in in-service training, materials/media utilization, or other services. In addition, the twelve approved special education teacher training programs receive pre-service through information dissemination, workshops, and materials/media exchange projects sponsored by GLRS.

The State of Georgia has placed high priority on staff development activities based on needs assessments and competency-based continuing education programs, and GLRS goals and objectives are designed to complement this thrust. The passage of House Bill 671 by the 1974 General Assembly mandated a minimum of five credit hours in the identification of handicapped children for all educators seeking new or renewed teaching certificates. In connection with this requirement, GLRS has served as disseminating and training agent for a course developed by Metro CESA (Project STRETCH) designed to meet this mandate. This program has the potential of reaching 100% of Georgia educators during the next five years, and an estimated 10,000 teachers have received the training during the two years in which the program has been in operation.

Each of the 16 Local Learning Resource Centers has established advisory boards with representation from each LEA served within their districts. These boards assist center directors with administrative, programmatic, and other planning efforts related to on-going center operation.

The network has gained access to the State Department's ERIC system, and in 1974 the CEC microfiche was placed in the state's Educational Information System for dissemination to all centers statewide.

Each of the 16 centers which comprise the GLRS network has been equipped with basic media and instructional materials. Purchases in the main have been limited to major equipment and hardware and non-consummable materials. These purchases have been supplemented by local funds for consummable items, furnishings, business equipment, and other purchases not approvable through state fund sources.

Various diagnostic/prescriptive systems such as SELECT-ED, CBRU, and MARS have been field tested in centers during the three-year project period. Workshops, exemplary teaching techniques, and demonstrations have been video taped and made available for distribution from the tape library at Metro East GLRS Center in Scottdale. Each center also has access to a number of packaged in-service programs which may be utilized for small groups on a request basis.

An intrastate cataloguing and materials exchange system has been developed and the final product is ready for dissemination statewide this coming school year. All centers are accessioning and cataloguing materials according to a common format, and this will provide a mechanism for sharing resources from center to center.

Local newsletters have been published by each LLRC within their service areas. These newsletters are designed to inform educators about GLRS activities and highlight center activities.

Each of the above mentioned activities has been undertaken in response to Georgia's legislative mandate to serve all handicapped children in the state by July 1, 1977. Planning thus far has included the conducting of a statewide needs assessment of LEAs for meeting this requirement. Specific techniques for determining needs have included 1) Child Find, 2) State Department conducted needs assessments, 3) prevalence studies of high incidence handicaps, 4) in-school screenings, and 5) materials/media, staff development needs assessments conducted by GLRS and college/university consortia, and other methods. Present estimates show that the state is rapidly moving toward the full services goal both in terms of direct services and related functions.

B. Project Philosophy, Goals, and Objectives

In keeping with established needs and state priorities, GLRS has focused on certain goals and activities mutually agreed upon by the State Department of Education, Local School Systems, CESAs, and college training programs. In support of the State Board of Education's Goals for Education in Georgia, GLRS seeks to provide appropriate education programs for students in accordance with their individual needs, aptitudes, and interests. The network operates under the assumption that special education has as its sole purpose the provision of educational and related services for those students whose needs are so unique that they cannot be met in traditional classroom settings. The Georgia Learning Resources System seeks to enhance those educational experiences through the provision of

support services for educators who work with the handicapped. This service is made possible by the following major goals and objectives set forth by GLRS in its scope of work:

1. Maintenance of instructional materials centers where educators can preview and borrow materials.

2. Provision of staff development through demonstrations, workshops, and conferences in the effective use of media and educational equipment, innovative teaching techniques and methods, and new instructional materials.

3. Sponsorship of various special projects such as SELECT-ED, ERIC, PMRS, CBRU and other materials analysis and retrieval systems for special education.

4. Information exchange on various exceptionality areas and items of interest to special educators.

5. Referral and tracking for diagnostic services and educational follow-up for the severely and multiply handicapped child.

While minor changes have been made in program thrust during the project period, no dramatic changes have been made in the program workscope.

The impact of P.L. 94-142 has meant a change in emphasis during the past year to assisting LEAs in developing IEPs for handicapped children. Activities sponsored by LLRCs during the past two quarters have made available in-service training to special education teachers and administrators in approximately 80% of the LEAs in the state. It is anticipated that this emphasis will continue, with additional focus, in the future.

In terms of year-by-year program modifications, the only significant ones were those involving program expansions. The state went from approximately 50% service to teachers in 1974 to approximately 90% in 1977, owing to the addition of the six new LLRCs in 1975. Similarly, state and local dollar support increased by a like amount during the same period.

C. Project Organization

The Georgia Learning Resources System participates in the Southeast Learning Resource Center with Auburn University at Montgomery as prime contractor and the State Board of Education of the State of Georgia as sub-contractor. The program is coordinated by a full-time staff member who is a member of the Special Education Program staff, State Department of Education. The state has designated a representative to the SELRC Board of Directors who is Director of the Division of Early Childhood and Special Education.

Sixteen centers comprise the GLRS network operating under the legal authority of a fiscal agent school system and under the advisement of a local GLRS board of representatives from each LEA within the center's geographic service area. An administrative chart, setting forth lines of authority and responsibility appears in Figure 1.

GEORGIA LEARNING RESOURCES SYSTEM
ORGANIZATIONAL CHART

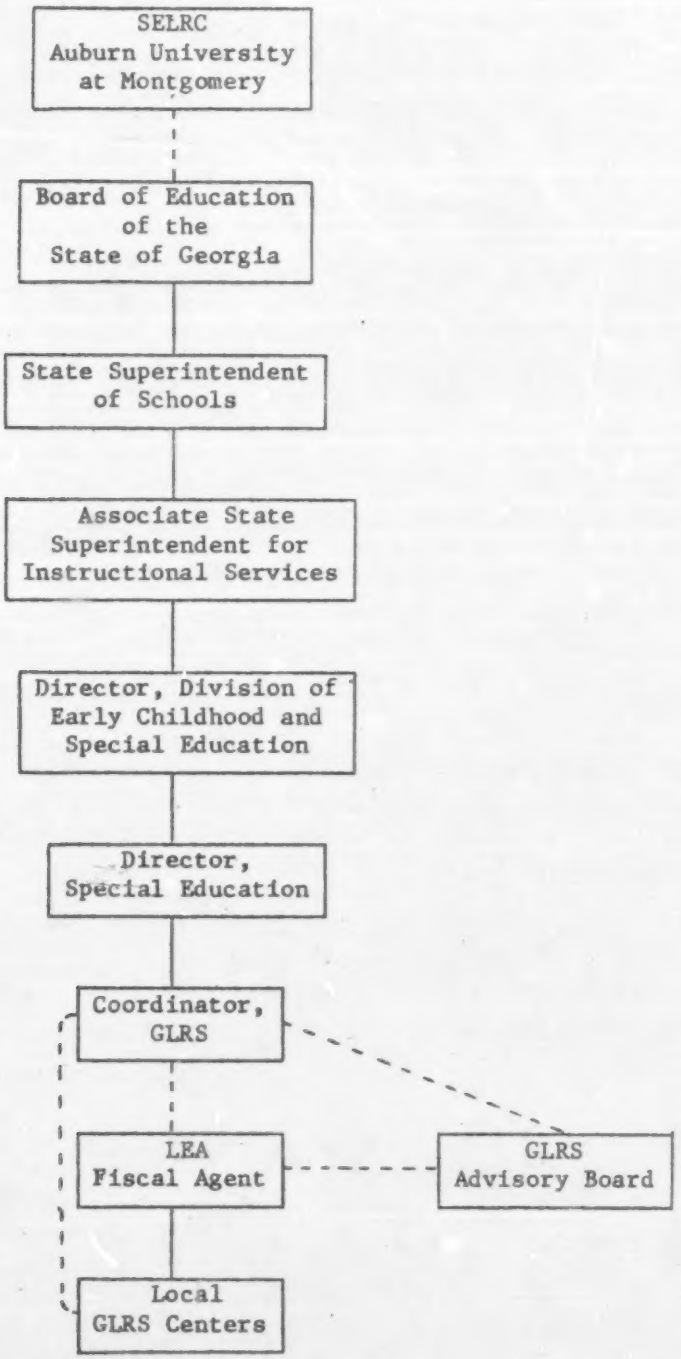


Figure 1

The local GLRS Director is responsible for implementation of all center functions within the center service area. This includes the preparation of project proposals; collecting, compiling, reporting accountability data; preparing and monitoring budgets; and ordering materials. The director assists with the coordination of center activities with other LEA services, CESAs, the State Department of Education, colleges, and other agencies serving the handicapped.

The local director is also responsible for planning and implementing staff development programs including special study institutes, workshops, demonstrations, etc.

D. State Workscope Data

(See Attachments)

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IA-03-1	Support and expand existing LRC services	Six new LLRCs extablished and aligned with CESA districts.	LRC services made available to all special educators in each region of the state	Further development is needed for satellites of existing LLRCs to make for easier center accessibility in remote areas.
IA-02-1	Assist in development of new MLRCs	LEAs assisted in developing new centers and establishing local advisory boards.	LEA staff within each LLRC service area given opportunity for direct input into LLRC plans based on local needs	
IA-03-3	Support needed training for LRC personnel	Quarterly meetings held for LLRC directors and training sessions conducted for media/material development and usage	Dialogue established and maintained to facilitate information exchange between LLRCs	Future sessions should focus on continuing education for staff development credit.
IA-03-7	Coordinate intra-state materials distribution system	State procedures developed for cataloguing and sharing materials within GLRS network	A variety of materials made available to educators throughout the state without costly duplication	Consider developing a computerized materials retrieval/analysis system to improve materials distribution statewide.

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IA-03-7 (4d)	Disseminate instructional materials information	Information briefs, newsletters disseminated by each LLRC	Information relative to available materials and successful practices available to individuals serving the handicapped.	More extensive use should be made of regular media services such as ETV for improved communication flow.
IA-03-7 (5G)	Acquire, process, maintain and distribute a collection of instructional materials which are appropriate to a state-based collection	Materials acquired, processed and distributed by each LLRC and information requests referred to SELRC when not available in LLRCs.	Approximately 5,000 materials entered each quarter into holdings of 16 LLRCs and made available for loan by special educators.	Additional and continued funding will be needed to update collections.
IB-01-2	Conduct needs assessment relative to LRC services.	Needs assessment instruments developed and surveys conducted in LEAs.	Information concerning materials, media, staff development needs made available to LLRCs for planning.	Periodic updating will need to be undertaken for on-going planning.
IC-01-2	Provide consultant services to LRCs.	Requests honored and consultation provided on training programs, information retrieval, and other program needs.	LEAs received technical assistance for improved services in each special education area.	Additional staff needs to be employed in both the state office and LLRCs to more expediently respond to the number of requests for services and information.

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IC-01-3	Provide consultant service to LEAs.	Consultations provided on training programs, materials selection and evaluation, information retrieval, educational prescriptions in each LRC service area.	Approximately 20,000 educators received consultative services each year during the project.	Full-time staff development coordinator needed in each LLRC to reach all educators serving handicapped children.
ID-01-2	Assist in conducting workshops.	LLRC in-service programs approved for state staff development credit.	Workshops in each exceptionality area provided in LLRC.	
ID-03-2	Obtain materials for training.	Funds provided to each LLRC for materials purchases.	Variety of instructional materials available for training in 16 centers.	There needs to be continued funding for updating and expanding materials/media collections in each LLRC.
ID-03-3	Distribute calendar of conferences.	Master calendar distributed quarterly listing all workshops, conferences sponsored by LLRCs.	Information relative to staff development programs distributed to interested personnel.	Calendars should be made available to larger numbers of special educators, regular teachers, and support staff.

WORKSCOPE DATA

Georgia

STRATEGY #	DESCRIPTION	MAJOR ACTIVITIES	RESULTS/CONCLUSION	RECOMMENDATIONS
IIIA-01-1	Plan and coordinate identification of state resources and needs relative to LRC training needs with SELRC and NCEMMH.	Reports provided to SELRC. Periodic requests honored from NCEMMH.	Feedback provided to regional and national planners on needs of Georgia's handicapped children.	
IIIA-02-1	Conduct needs assessment to identify media, materials and educational technology training needs.	Statewide needs assessment instrument developed jointly with college/university staff and distributed within each LLRC area. Information compiled and included in State Plan for comprehensive training.	Data available to all trainers, pre-service and in-service, for addressing specific needs of teachers and children.	This component could use a great deal of strengthening through increased opportunities for planning with college/university staff. Joint planning will definitely be needed to implement pre- and in-service training for IEP.
IIIE-01-1	Classify, describe, and encode training materials for information base entry.	Materials entered into LLRC collections and made available for statewide exchange.	Wide variety of specialized materials provided for training and short term loan for preview.	

III. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Major Project Successes/Impact on Special Education Delivery Systems

The Georgia Learning Resources System, functioning as a major special education support service, has had a marked impact on the state's ability to provide a free and appropriate education for handicapped pupils. Paramount among its accomplishments is the provision of a statewide network for staff development in special education for regular educators, special educators, and support personnel. The establishment of sixteen LLRCs has made possible the local planning of in-service and media/materials selection in keeping with regionally identified needs. Further, the network has served as a major dissemination/awareness vehicle for such special activities as Child Find and other provisions of state and federal legislation.

All of these efforts have served to bring about needed focus on the special needs of handicapped pupils.

In addition, the network has provided direct services to handicapped children through interface of the ALRC and RRC program components. Through this project, over 500 children have received diagnostic/prescriptive services and LLRCs are currently tracking those pupils served by the program.

B. Recommendations for Future Regional Efforts Within the Present Workscope

1. Continuation of the media/materials component with a training thrust. Unless individual states and LEAs provide resources, this program will not be adequately promoted and there will be no provision for on-going materials purchases in LLRCs.

2. Development of a computerized materials analysis/retrieval system to serve each LLRC within the state, operating on a regional and national basis. The current procedure does not provide easy access to materials although information systems are adequate.

3. More emphasis needs to be placed on employing adequate staff to provide services in the LLRCs. A program cannot be effective without adequate human resources for technical assistance. This has been a major barrier to effective programming in Georgia.

C. Recommendations for Modification of the Present Workscope

Since the project is being terminated at the end of the current quarter it seems rather pointless to put forth recommendations for workscope modifications. However, it would seem that many of the present elements overlap those elements included in the RRC workscope. For this reason, continued funding at levels commensurate with requirements for each project should be pursued.

LOUISIANA

FINAL TECHNICAL REPORT

Prepared by

Louisiana Learning Resources System
Louisiana State Department of Education
Baton Rouge, Louisiana

William Brooks, ALRC Coordinator
June 17, 1977

FINAL TECHNICAL REPORT: LLRS (LOUISIANA)
September 1, 1974 - May 31, 1977

ABSTRACT

Since September 1972, the State of Louisiana has supported four resource centers located in different geographic areas of the state. Two additional centers are presently being established and will be operational by the 1977-78 school year. Services from the four centers are provided primarily through in-service training and information dissemination focusing on media, materials, and educational technology. As a result of these services, there has been a marked increase in awareness, by Special Education teachers, of effective, current, and innovative instructional materials, In-service training and workshops are provided by the centers and are presently more available to teachers at the local level, than in past years. Circulation figures have consistently increased as well as requests for assistance from LEA's and universities. Totals from documented circulation reports over the three year project period show that 17,704 items of instructional materials were loaned to 4,770 borrowers and that 157 workshops were given to 6,226 participants.

II. Program Accomplishment

A. Project Background

The Louisiana Learning Resources System is part of the nation-wide network of Special Education Learning Resource Centers functioning under directives from the Regional Office located at Auburn University, Montgomery, Alabama. Within Louisiana there are four LLRS Resource Centers coordinated by the Division of Special Educational Services of the State Department of Education. Two additional centers have recently been funded and will be operational by September 1977.

All Resource Centers house a collection of specialized instructional materials for use by teachers of exceptional children. All exceptionalities are considered in program services.

The Resource Centers are located in cities of comparable size with population ranges of 20,000 to 90,000. However, the service areas of the centers encompass primarily rural areas where the largest number of children served are classified as Educable Mentally Retarded. State universities are in each city where a center is located and there has always been strong interaction and cooperation between the Centers and universities, particularly in conjunction with the Diagnostic Teams. Special Education students -- both at the graduate and under-graduate levels -- frequently visit the Centers.

In addition to housing collections of instructional materials, the Resource System provides inservice training on effective use of media and educational equipment, new teaching techniques and methods, and innovative instructional materials. Every effort is made to provide workshops which directly relate to identified needs as evidenced in periodically conducted needs assessments.

The most recent survey on training needs, March 1977, indicated that techniques for individualized instruction, testing, and developing IEP's were the three highest priority items listed by Louisiana teachers of exceptional children.

B. Project Philosophy, Goals, and Objectives

The primary goal of the LLRS has always been to provide a comprehensive and viable state wide learning resource system, through the establishment of a network of resource centers, that will be responsive to the needs of special educators in the State of Louisiana. Since one of the known weaknesses in Special Education in Louisiana has been the lack of appropriate materials, plus lack of expertise in the use of what is available, assistance has been provided, through the centers, to pre-service and in-service training agencies in the preparation of special education teachers in media and material selections and usage.

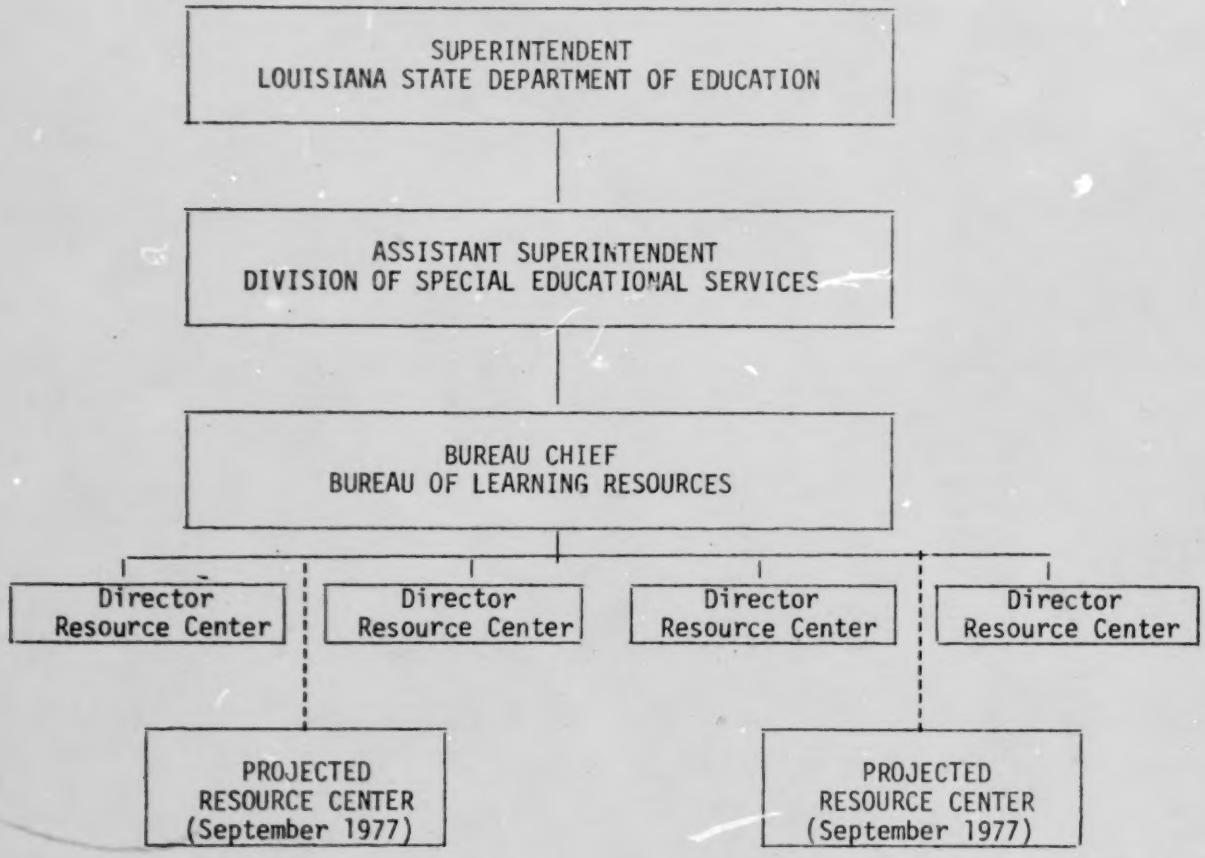
Although certain minor project directions have been changed or re-directed, the basic objective of the LLRS has remained unchanged -- i.e., a strong network of resource centers. Needs and priorities have undergone certain changes as services have become more extensive and responded to those initial needs and priorities. The publication of a materials catalog, an informational brochure, and newsletters resulted in intensive periods of program orientation and media demonstrations and workshops. As those basic needs have been fulfilled, later requests are more concerned with P.L. 94-142 and its ramifications, particularly with writing Individualized Educational Programs and the provisions of appropriate materials for those IEP's.

Therefore, a gradual swing to providing services involving techniques and procedures in the education of exceptional children, as contrasted with basic information about instructional materials has occurred. State and federal legislation mandating equal educational opportunities for all children has also strongly influenced the change in types of services requested from the LLRS. The Division of Special Educational Services, State Department of Education continues to feel that an ever-strengthening and growing network of Resource Centers can better service the needs of Special Educators in Louisiana and will continue to request funding and support for this expansion.

C. Project Organization

ADMINISTRATION

LOUISIANA LEARNING RESOURCES SYSTEM



Administration and Staffing

The Louisiana Learning Resources Professional Staff is composed of seven full-time persons. The positions are: State Coordinator, Media Specialist, Media Coordinator, and four center Directors.

Position Descriptions

STATE COORDINATOR

Coordinate the evaluation, selection, and purchase of commercial equipment, materials, supplies, and other teaching resources which are available to the teachers of exceptional children.

Coordinate the development and/or modification of equipment, materials, supplies and other teaching resources to meet the needs of specific learning problems of exceptional children.

Develop Instructional Resource-Materials Centers in different geographic areas of the state encompassing all learning media. Special Education teachers and students in preparatory programs can utilize these facilities to become familiar with the equipment, materials, supplies which are available to the local schools.

Plan, conduct, and/or coordinate demonstrations for using the available equipment, supplies, and materials. The future teachers who are enrolled in Special Education preparatory programs may be utilized for these.

Plan and assist in workshops for Special Education teachers by arranging for exhibits and demonstrations of materials and equipment available from commercial companies.

Conduct needs assessment of Special Education teachers to facilitate media training workshops.

Serve as a consultant or coordinator of consultants to assist school systems when the selection of books, materials, equipment, or supplies is being considered.

Develop video tapes and films which demonstrate the effectiveness of certain equipment, materials, or supplies with specific types of exceptional children.

Develop a program or schedule for disseminating information to the local school systems.

Prepare reports of activities and both short-and long-range plans for state and region.

MEDIA SPECIALIST

Serves as team member in evaluation, preview and acquisition of new commercial equipment, supplies and other teaching resources which are available to the teachers of exceptional children.

Supervise and coordinate activities of design, illustration, and photography personnel to prepare educational instructional material for production, printing, publication, and distribution.

Coordinate and supervise the work methods and processes to be followed in a media resource center.

Assign and schedule special media production projects.

Maintain and update file of commercial audio-visual supplies, materials and equipment and other technical information.

Assist teachers of exceptional children in selection and utilization of appropriate equipment for use in their classrooms.

Evaluate educational programmed supplies, materials and equipment to insure conformance with state and local school board standards.

Assist in selection and in the use of instructional media for various education programs and state inservice meetings.

Assist in maintaining relationships with college special education center, community organizations, and schools to coordinate services of the state resource center.

Regulate and allocate supplies, materials and equipment loaned to local school system.

Maintain a complete inventory of all equipment.

Supervise the preparation of budget and regulate the flow of funds.

Provide assistance in ways and means of improving media and service.

LIBRARIAN/MEDIA COORDINATOR

Serve as team member in evaluation, preview and acquisition of new materials.

Develop standardized library procedures to include processing, cataloging, classification, and shelving of materials and equipment.

Maintain a check-out system for loan and return of materials as well as inspect for condition of materials, and mail out over-due notices.

Maintain a circulation record of all materials and equipment requested and loaned by phone, letter, or walk-in in all centers.

Assist teachers in selection and utilization of appropriate materials for use in their classrooms.

Honor all requests for Large Print and Brialle textbooks from all parishes in the State.

Assist in the planning of and participation in media workshops.

Assist in materials acquisitions for associate centers.

Process and classify materials for associate centers.

Instruct and assist associate center personnel in standardized library processes.

RESOURCE CENTER DIRECTOR

Provide leadership in development and operation of the Center.

Supervise and appropriately direct other Center personnel.

Represent the LRC at regional, state, and local meetings.

Meet periodically with the State Center Director in planning for the Center activities.

Prepare periodic reports of activities of the LRC for submission to the State Coordinator.

Provide direct links between LRC and teachers of the handicapped.

Demonstrate the utilization of instructional materials in classroom settings.

Assist in the planning of other workshops and coordinate materials and equipment necessary to implement the workshops.

Work closely with the diagnostic teams in assisting teachers of the handicapped in the process of educational assessment, writing instructional programs, and using appropriate instructional materials.

Recommend materials for acquisition.

Assist Special Education teachers in coordinating the instructional programs for specific handicapped children between the Special Education room and the regular classroom.

Preview, evaluate and field test materials and equipment for possible acquisition.

Provide information dissemination to Special Education personnel within the area through newsletters, memos, circulars, etc.

D. Regional Data

AREA I - STATE PROGRAM DEVELOPMENT

IA Assist states in local and state materials center service stimulation or development.

MAJOR ACTIVITIES

Although additional resource centers have not been established as planned, due to various funding problems, continuous expansion of services in the existing four centers has been consistently on-going. All centers are presently staffed with full time professional persons serving as directors with adequate clerical support. Each center has documented records of instructional materials loaned and the number of borrowers, in-service conducted and consultations with SEA, LEA and other agencies. This record keeping procedure is an on-going activity of all LRC's.

IB Provide technical assistance to SEAs in state planning of intrastate material services.

MAJOR ACTIVITIES

The following documents, were developed, and printed by the Resource System and disseminated to Special Educators statewide and to LRC personnel.

a) An informational brochure on services of the LLRS.

b) A fully annotated instructional materials catalog.

c) An operational manual for learning resource center management.

d) A needs assessment instrument.

The above resulted in increased center activities to special educators throughout the state.

IC Provide SEA's and LEA's consultation on educational technology of special education materials usage.

MAJOR ACTIVITIES

An official documented total figure of 306 requests for consultative service represents written requests only.

The consultant services provided by LLRS personnel have resulted in LEA's selecting more appropriate instructional materials for their special education programs.

AREA III - MEDIA, MATERIALS, AND EDUCATIONAL TECHNOLOGY TRAINING

IIIC Help trainers to locate extant and usable training programs and materials which fulfill needs.

MAJOR ACTIVITIES

The ALRC State Coordinator and an SEA staff member were responsible for developing an IEP packet and in turn training pre-service and in-service groups throughout the state. This resulted in IEP's being written for special education students before the close of school in May.

AREA VI - PROJECT ADMINISTRATION

VIA Conduct project planning, monitoring, reporting, and other necessary management functions.

MAJOR ACTIVITIES

The ALRC State Coordinator and LRC staff were responsible for compiling and submitting the following documents to the Regional Office:

a) Yearly continuation proposal and budget.

b) Quarterly progress reports.

This kind of reporting was essential to the success of the system as it required study and preparation in planning activities for future years.

ID Develop a capacity for conduct of (or participation in) media and materials conferences and workshops.

MAJOR ACTIVITIES

The four resource centers were responsible for conducting or assisting in a total of 157 workshops for 6,226 participants.

These workshops introduced special educators to new and innovative teaching materials and techniques to assist them in up-grading Special Education programs in the state.

A nucleus group of special educators was trained in writing Individualized Educational Plans, utilizing a training packet on I.E.P. development compiled by the ALRC State Coordinator and a SEA staff member.

As a result of the training sessions described above, the initially trained group returned to their school systems to further train other educators utilizing the same IEP packet materials. Consequently, the majority of children presently receiving special educational services in Louisiana have had IEP's written for them during the months of April and May, 1977.

Information dissemination to Special Educaiton personnel throughout the State was channeled primarily through the LLRS developed Instructional Materials Catalog, Newsletter, and Brochures. Special memos and/or flyers were sent statewide when warranted. A current mailing list of approximatly 3,000 names have been maintained by the LLRS and the above mentioned documents were disseminated to the persons listed.

III. Conclusions and Recommendations

A. Summary of Major Project Successes/Impact on Special Education Systems.

During the past three year project period, media and materials services to handicapped children and their teachers are reflected in the following figures. The marked increase from first project year figures to current project year figures emphasize the expansion and success of the center operations.

Materials Loaned		Number of Borrowers
Project year 1974-75	3074 (12 mo.)	718
Project year 1976-77	7573 (9 mo.)	2183
Workshops		**Participants**
Project year 1974-75	22 (12 mo.)	1099
Project year 1976-77	88 (9 mo.)	3384

Over the full three year project period, a total of 17,704 items of instructional materials were loaned to a total of 4,770 Special Educators. A total of 157 workshops were given to a total of 6,226 participants.

Without the Resource Centers, teachers/parents/students would not have had access to the quantity and quality of materials nor the accompanying training provided in the proper utilization of those materials.

The success in this area is additionally credited to well qualified professional staff, excellent cooperation between the SEA, LEA and LRC as well as intensive dessimination of information concerning services of the program.

An apparent follow up of the above program activities was the request by the State Director of Special Education of the ALRC Coordinator to design a format for a series of state wide workshops to train special education paraprofessionals.

A series of eight day long regional workshops were conducted for a total of 500 teacher-aides. A handbook for Special Education teacher-aides was written and compiled by the ALRC State Coordinator. Copies of the handbook were distributed at all workshops. Write in requests for the handbook have resulted in the dissemination of approximately 2,000 copies.

B. Recommendations for Future Regional/SO Efforts Within the Present Workscope.

The present workscope seems quite adequate for the needs of this state. Louisiana's terminal objective continues to be the provision of services to teachers of exceptional children through a strong and viable network of resource centers.

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FINAL TECHNICAL REPORT

MISSISSIPPI
AREA LEARNING RESOURCE CENTER
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
SPECIAL EDUCATION SECTION
P. O. BOX 771
JACKSON, MISSISSIPPI

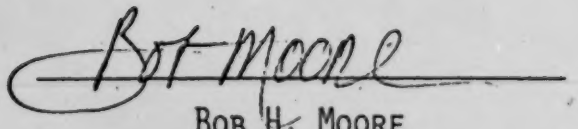
SEPTEMBER 1, 1974 - MAY 31, 1977

JUNE 27, 1977

ALRC

FINAL TECHNICAL REPORT

SUBMITTED BY



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Telephone Number: 601-354-6245

FINAL TECHNICAL REPORT: MISSISSIPPI
9/1/74 - 5/31/77

ABSTRACT

THE MISSISSIPPI LEARNING RESOURCE SYSTEM BEGAN IN APRIL, 1971, AS A PART OF THE SOUTHERN STATES COOPERATIVE LEARNING RESOURCES SYSTEM. AT THIS TIME, MISSISSIPPI BEGAN TO IMPLEMENT FOR THE FIRST TIME A LEARNING RESOURCE CENTER DEDICATED SPECIFICALLY TO THE HANDICAPPED.

IN 1974, IN COOPERATION WITH THE SOUTHEAST LEARNING RESOURCE CENTER, THE MISSISSIPPI DEPARTMENT OF EDUCATION INSTITUTED LEGISLATION IN THE FORM OF THE MISSISSIPPI LEARNING RESOURCES ACT OF 1974 WHICH PROVIDED FOR FOUR LOCAL RESOURCE CENTERS. IN 1977, TWO MORE SUCH CENTERS WERE ESTABLISHED. THESE CENTERS, WITH SUPPORT FROM THE ALRC PROGRAM, HAVE BROUGHT TO LOCAL EDUCATION DISTRICTS MEDIA AND MATERIALS WHICH HAVE BROADENED SIGNIFICANTLY THE SCOPE OF THE SERVICES OFFERED TO HANDICAPPED CHILDREN.

THE MISSISSIPPI ALRC, ALTHOUGH NOT FULLY IMPLEMENTED UNTIL MARCH, 1976, HAS BEEN HOUSED IN THE STATE DEPARTMENT OF EDUCATION. IT HAS PROVIDED SUPPORT TO THE LOCAL CENTERS AND TO THE ENTIRE STATE IN SUCH SERVICE CATEGORIES AS EDUCATIONAL TECHNOLOGY CONSULTATION, CONDUCTING CONFERENCES AND WORKSHOPS, AND DEVELOPING THE DELIVERY OF SERVICES TO SCHOOLS AND SCHOOL CHILDREN WHERE LEARNING PROBLEMS EXIST.

In the past year much time and effort of the MLRS staff, has been given to inservice training geared to assisting LEAs plan for and implement Public Law 94-142. Between August 1, 1976, and May 31, 1977, over 1700 teachers attended workshops and were given suggestions for curriculum planning, media and material usage, and materials for individualized programming. Follow-up sessions for many school districts have been scheduled for fall '77.

Since March 1976, the Mississippi ALRC has supported the expansion and up-dating of the media/materials efforts of the four original centers. It has also given direction and support to the two new centers.

Within the next two to three years, the Mississppi Learning Resources System hopes to be able to expand the services of the system to the counties which are now unserved, expand the collections at the state and existing associate centers, and continue to assist in upgrading the professional development of the local education systems.

PROJECT BACKGROUND

The Mississippi ALRC has been housed in the State Department of Education. In those areas of the state where there are resource centers the ALRC has supported their efforts to provide services to schools serving handicapped children. In areas unserved by the Mississippi Learning Resource System, the ALRC has provided direct services to schools and agencies delivering services to the handicapped (See Appendix A for location of each LRC). Instructional materials have been available from LRCs on a loan basis to teachers of handicapped in each 6 to 9 county service area.

In several of the areas unserved by LRCs, instructional materials have been made available to LEAs on a long-term basis. The State Media Center also housed in the State Department of Education, loans materials to special education teachers over the entire state. Through this network of services instructional materials have been made available for use with handicapped children in many urban and rural areas where, especially in the latter situations, few or no other sources exist.

PROJECT PHILOSOPHY, GOALS, AND OBJECTIVES

THE MISSISSIPPI LEARNING RESOURCE SYSTEM HAS OVERCOME MOST OF THE DIFFICULTIES ENCOUNTERED IN THE EARLY DAYS OF THE PROGRAM. QUALIFIED PROFESSIONAL PERSONNEL HAVE BEEN FOUND TO FILL VACANT POSITIONS IN THE ASSOCIATE CENTERS. AN ALRC COORDINATOR WAS EMPLOYED IN FEBRUARY, 1976, TO IMPLEMENT THE ALRC PROGRAM. OTHER CHANGES IN PERSONNEL WHICH AFFECTED THE SYSTEM WERE THE ELECTION OF A NEW STATE SUPERINTENDENT OF EDUCATION; A NEW ASSISTANT DIRECTOR OF INSTRUCTION, WHO DIRECTS THE SPECIAL EDUCATION PROGRAM, AND A NEW COORDINATOR OF THE MISSISSIPPI LEARNING RESOURCE SYSTEM.

LISTED BELOW ARE THE MAJOR GOALS OF THE ALRC PROGRAM.

1. TO CONSULT WITH SPECIAL EDUCATION TEACHERS, LOCAL SUPERVISORS, STAFF OF ASSOCIATE LEARNING RESOURCE CENTERS, ADMINISTRATORS, AND OTHER STAFF MEMBERS RELATIVE TO THE IMPLEMENTATION OF CURRICULUM DEVELOPMENT OF EXCEPTIONAL CHILDREN.
2. TO COORDINATE SURVEYS IN ORDER TO ASSESS THE NEEDS OF LOCAL EDUCATIONAL AGENCIES WITH RESPECT TO CURRICULUM DEVELOPMENT FOR SPECIAL EDUCATION.
3. TO DEVELOP AND DIRECT IN-SERVICE PROGRAMS FOR EDUCATION PERSONNEL AT LOCAL AND REGIONAL LEVELS AND THROUGH ASSOCIATE LEARNING RESOURCES CENTERS.
4. TO CONDUCT AND PARTICIPATE IN LOCAL, REGIONAL AND NATIONAL WORKSHOPS INVOLVING IN-SERVICE TRAINING.

5. To assist in the preparation of curricula and materials for exceptional children.
6. To determine useful materials and equipment for special education programs and present these materials thru inservice programs, primarily at the associate center level.
7. To coordinate with university personnel in teachers training programs in media/materials and curriculum development in special education.
8. To assist in the coordination of Associate Learning Resources Centers' program at local and regional levels.
9. To review and purchase instructional materials to support efforts of Associate centers, local school districts, and the state media center.

These goals outlined at the inception of the program have not changed significantly during the funding period. As would be expected, in order to assist school districts plan for the implementation of P.L. 94-142, more emphasis was given to inservice during the 76-77 school year than previously expected. There were also more requests for curriculum materials than previously anticipated. For this reason it was necessary to duplicate many materials for distribution directly to local school districts.

WHEN APPROVAL WAS GIVEN FOR TWO NEW LRCs IN APRIL, 1977, MUCH TIME AND EFFORT WAS GIVEN TO INITIATING THEIR MATERIALS EFFORTS. IT IS EXPECTED THAT EACH CENTER WILL HAVE AN ADEQUATE LOAN COLLECTION TO BEGIN THEIR OPERATION.

PROJECT ORGANIZATION

In addition to the media/materials function of Mississippi's Learning Resource System, diagnostic, evaluative, and screening services are provided. Each learning resource center is staffed with a Special Education Coordinator, Psychologist, Speech Pathologist, Social Worker, and two secretaries. It is the intent of each center to provide services from referral, to diagnosis, to written individual prescriptions, to implementation of an educational plan with appropriate instructional materials. In addition to these services, it is the responsibility ot each staff to serve as educational consultants to schools, agencies, and parents, to conduct inservice training programs, and to disseminate information to the public and educators regarding programs and services for children and youth who evidence learning problems.

It is the responsibility of the Special Education Coordinator to lead the team of specialists in providing help in understanding the educational needs of the pupils referred and in providing consultation and assistance in giving services to meet these needs. She is also responsible for the continued development of the media center and for recommendations and demonstration of methods and materials that promise to meet needs of individual pupils.

It is the responsibility of the educational psychologist to administer psychological techniques of individuals and groups and serve as part of the inservice team.

THE SPEECH PATHOLOGIST HAS THE DUTY OF TESTING, WRITING AND REVIEWING REPORTS, SCREENING AND DEVELOPING TREATMENT PLANS IN LANGUAGE, SPEECH AND HEARING DISORDERS.

IT IS THE DUTY OF THE SOCIAL WORKER TO ASSIST IN EVALUATING CHILDREN, TO INTERVIEW AND COUNSEL WITH PARENTS AND TEACHERS, AND TO WORK WITH THE COORDINATOR IN DOVETAILING THE EFFORTS OF THE RESOURCE CENTER WITH THOSE OF OTHER AGENCIES SEEING THE SAME CHILDREN.

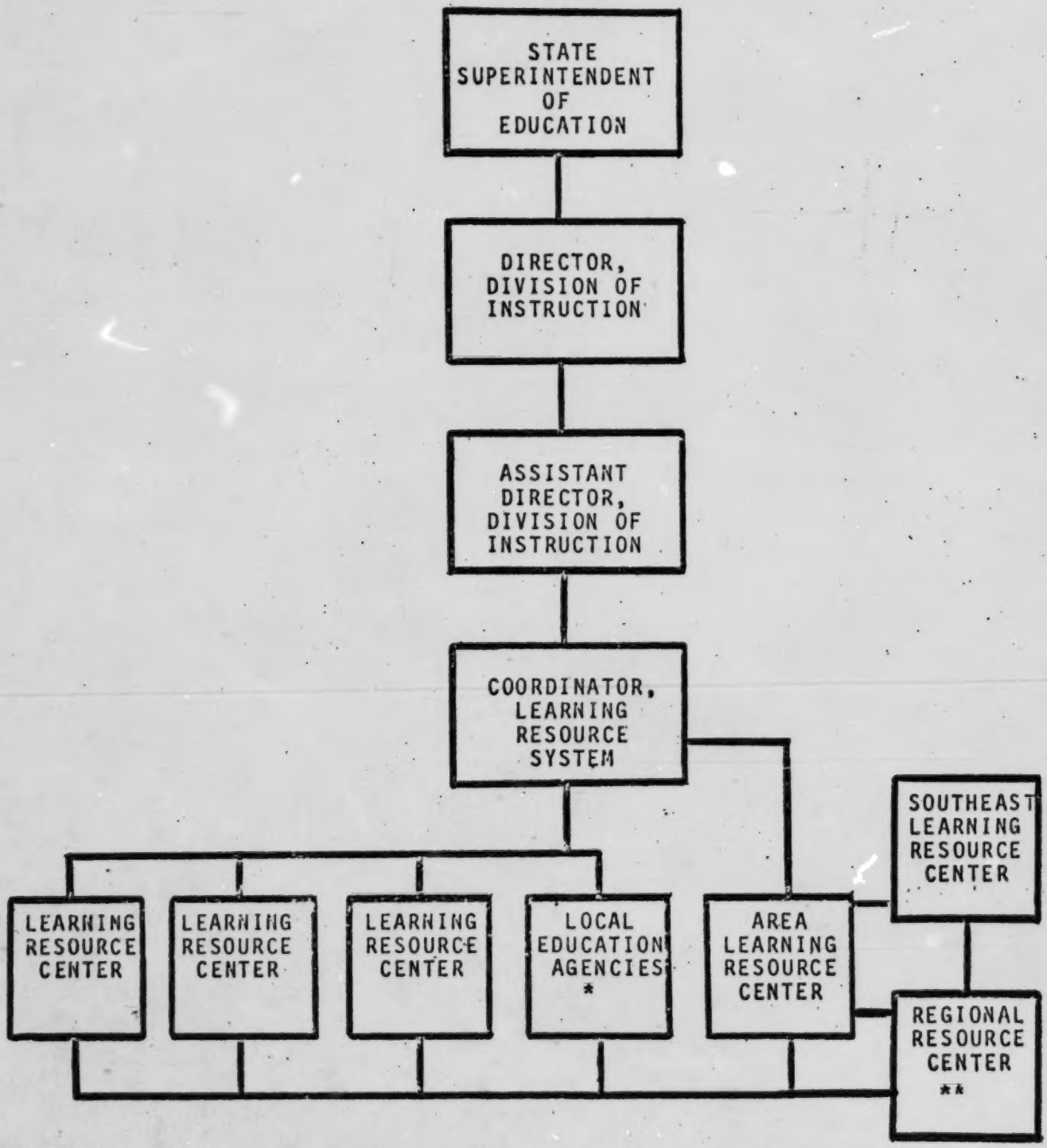
THE GOAL OF THE TEAM IS FULL DIAGNOSTIC, SCREENING, AND PRESCRIPTIVE SERVICES FOR ALL CHILDREN IN THEIR SERVICE AREA IN NEED OF SUCH SUPPORT.

THE SYSTEM IS COORDINATED BY A SUPERVISOR WHO IS RESPONSIBLE FOR INTERVIEWING ALL APPLICANTS, MAINTENANCE OF ALL INTERNAL OPERATIONS, AND DIRECTING THE FUNCTIONS OF THE SYSTEM. THE ALRC CONSULTANT HAS WORKED WITH THE MLRS COORDINATOR TO SUPPORT AND EXPAND THE MEDIA/MATERIALS EFFORTS OF THE ASSOCIATE CENTERS, STATE MEDIA CENTER, AND LOCAL EDUCATION AGENCIES.

DIRECTION FOR THE ALRC AND MLRS PROGRAMS CAME FROM NEEDS EXPRESSED BY SCHOOL DISTRICTS WITHIN EACH LRC SERVICE AREA AND FROM A NEEDS ASSESSMENT CONDUCTED BY THE MISSISSIPPI PART D CONSULTANT IN CHARGE OF INSERVICE PROGRAMS, AND FEDERAL AND STATE REGULATIONS. THIS SYSTEM OF OPERATION AND DELIVERY OF SERVICES HAS RESULTED IN AN EFFECTIVE INTERFACE OF EFFORT FROM ALL INVOLVED PROGRAMS.

PROJECT ORGANIZATION

ADMINISTRATION AND STAFFING



* Not receiving services of a Learning Resource Center

** The RRC Program has been subcontracted to Mississippi State University

REGIONAL DATA

WORKSCOPE ELEMENT IA - ASSIST IN LOCAL AND STATE MATERIALS - CENTER STIMULATION OR DEVELOPMENT.

When ALRC funding was initially made available in September, 1974, Mississippi had four learning resource centers. These four centers served 29 of the state's 82 counties. The State Media Center has a loan collection which is available to individuals serving handicapped children anywhere in the state.

Informal assessments were made in each LRC service area to determine the types and numbers of materials that were needed. Inventories of materials in the collections were reviewed and updated as new materials were purchased. Meetings were held with the coordinators of each LRC to discuss needs, funding sources, inter-library loan arrangement, new products, and loan policies.

ALRC funds have been used to expand and update the materials function of the original four LRCs and to initiate the materials efforts of the two new centers. Responsibilities for the material efforts of the two new centers have been discussed with the two new coorinators. Procedures for cataloging have been outlined and loan policies established. A system for evaluation of products is being developed at present in all 6 centers. On-site technical assistance has been provided when needed.

No ALRC funds have been used for subcontract activity.

Between March 1, 1976, and May 31, 1977, (the period in which the ALRC program was fully implemented) the following outcome units were reported.

1. Seventeen requests for assistance received and fulfilled.
2. Twenty-three LRC personnel received training.
3. Materials have been identified, acquired, cataloged, and disseminated to LRCs and the state media center.
4. Materials have been acquired, cataloged, and disseminated to LEAs having no LLRC or MLRC source.
5. Information about loan services has been disseminated in local, regional, and state meetings.

WORKSCOPE ELEMENT IB - PROVIDE TECHNICAL ASSISTANCE IN STATE PLANNING OF INTRASTATE MATERIALS SERVICES.

ONLY INFORMAL ASSESSMENTS WERE MADE OF LRCs' RESOURCES AND SERVICES. SERVICES WERE OUTLINED IN THE POLICIES SET FORTH WHEN THE CENTERS WERE BEGUN. MEDIA AND MATERIALS ARE LISTED ON EACH CENTER'S INVENTORY. REQUESTS FOR TECHNICAL ASSISTANCE FORMS USED BY ALRC WERE MAILED TO LRCs & LEAs WHEN ASSISTANCE WAS REQUESTED. THESE FORMS REQUIRED EACH RESPONDENT TO ADDRESS SPECIFIC NEEDS. PURCHASES AS WELL AS INSERVICE TRAINING WERE IN MANY CASES THE DIRECT RESPONSE TO EXPRESSED NEEDS.

SUGGESTIONS FOR MATERIALS WERE MADE BETWEEN CENTERS, BUT NO FORMAL REPORTS, DOCUMENTS, OR CATALOGUES WERE PRODUCED WITH ALRC FUNDS. THE STATE MEDIA CENTER DID PRODUCE MATERIALS CATALOGUES, LISTING THE MATERIALS AVAILABLE IN THEIR COLLECTION FOR DISSEMINATION OVER THE STATE.

WORKSCOPE ELEMENT IC - PROVIDE CONSULTATION SERVICES ON EDUCATIONAL TECHNOLOGY RELATED TO SPECIAL EDUCATION MATERIALS USAGE TO LRCs, LEAs, AND RRCs.

THE ALRC FUNCTIONED AS A RESOURCE FOR THE IDENTIFICATION AND EVALUATION OF MATERIALS RELATED SERVICES, AN INFORMATION RETRIVAL SYSTEM, FOR ASSISTANCE WITH METHODS AND MATERIALS PRESCRIPTIONS, AND INSERVICE TRAINING. TWENTY-EIGHT REQUESTS FROM LRCs FOR SUCH SERVICES WERE RECEIVED AND HONORED. SEVENTY-THREE REQUESTS FROM LEAs (OVER THE ENTIRE STATE) WERE RECEIVED AND HONORED. TWENTY-THREE REQUESTS WERE RECEIVED AND HONORED FROM THE STATE MEDIA CENTER. NINETEEN INSERVICE TRAINING SESSIONS WERE GIVEN TO PRESENT, DISCUSS, AND REVIEW SUGGESTED CURRICULUM MATERIALS. FOUR REQUESTS WERE RECEIVED AND HONORED FROM THE RRC PROGRAM. (MOST REQUESTS WERE FOR RECOMMENDATIONS FOR OR LOAN OF CURRICULUM MATERIALS.)

WORKSCOPE ELEMENT ID - DEVELOP CAPACITY FOR CONDUCT OF (OR PARTICIPATION IN) MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS.

THE MISSISSIPPI ALRC CONDUCTED OR PARTICIPATED IN FIFTY-SEVEN WORKSHOPS AND OTHER MEDIA AND MATERIALS TRAINING SESSIONS BETWEEN MARCH 1, 1976 AND MAY 31, 1977. APPROXIMATELY 2500 PARTICIPANTS RECEIVED TRAINING. (THIS TOTAL MAY REFLECT A DOUBLE COUNT IN CASES WHERE THE SAME INDIVIDUAL ATTENDED MORE THAN ONE WORKSHOP. THE ALRC CONSULTANT ASSISTED IN SEVEN TRAINING SESSIONS IN WHICH THERE WERE APPROXIMATELY 289 PARTICIPANTS DURING THIS SAME TIME PERIOD. HE ALSO ATTENDED 5 CONFERENCES AND MADE 4 CONFERENCE PRESENTATIONS DURING THIS TIME. IN BOTH REGIONAL AND STATE MEETINGS INFORMATION CONCERNING SERVICES OF MLRS AND ALRC WAS DISSEMINATED. COORDINATORS FROM 3 OF THE LRCS ALSO ATTENDED EACH OF THESE 5 MEETINGS.

A FILE OF TRAINING MATERIALS HAS BEEN MAINTAINED IN THE ALRC OFFICE AND APPROXIMATELY 40 TRAINING CONSULTANTS HAVE BEEN IDENTIFIED AND ARE ON FILE FOR FUTURE REFERENCE.

MATERIALS AND EQUIPMENT FOR TRAINING HAVE BEEN ACQUIRED AND ARE LOCATED EITHER IN THE ALRC OFFICE FOR USE WITH SDE STAFF OR IN LRCS FOR LOAN OR USE WITH LEAS.

APPROXIMATELY 2500 PACKAGES HAVE BEEN PREPARED FOR PARTICIPANT USE IN WORKSHOPS CONDUCTED OR SPONSORED BY ALRC.

WORKSCHOPE ELEMENT IE - DEVISE AND EXECUTE PLAN FOR DISSEMINATION OF CHILD-USE INSTRUCTIONAL MATERIALS - RELATED INFORMATION TO SEA - DESIGNATED RECIPIENTS.

DURING SCHOOL YEAR 76-77 THE SDE RECEIVED AN ENORMOUS NUMBER OF REQUESTS FOR CURRICULUM MATERIALS FOR THE DIFFERENT AREAS OF EXCEPTIONALITIES. THEREFORE SUMMARY SHEETS USING SPECIFIC DESCRIPTIONS WERE PRODUCED AND DISSEMINATED FOR A NUMBER OF DIFFERENT PROGRAMS WHICH WERE REVIEWED OR RECOMMENDED TO OUR SDE STAFF. THIS INFORMATION WAS PROVIDED UPON REQUEST AND ALSO DISSEMINATED AT 15 REGIONAL WORKSHOPS AND APPROXIMATELY 10 SESSIONS OF LEAs. THE TOTAL NUMBER OF HANDOUTS DISSEMINATED WAS APPROXIMATELY 8600.

THE ACTUAL MATERIALS DESCRIBED ON THE HANDOUTS WERE MADE AVAILABLE ON A LOAN BASIS FOR DISTRICTS TO REVIEW.

WORKSCOPE ELEMENT IF - PROVIDE HUMAN RESOURCES FOR REINFORCING STATE STAFF IN MEDIA, MATERIALS, AND TECHNOLOGY SERVICES DEVELOPMENT.

THE ALRC CONSULTANT PROVIDED SUPPORT TO THE SDE STAFF IN COOPERATIVE ACTIVITIES ASSIGNED BY THE ASSISTANT DIRECTOR, DIVISION OF INSTRUCTION, IN CHARGE OF THE SPECIAL EDUCATION SECTION.

WORKSCOPE ELEMENT IIA-01 - TAKE PART, AS NEEDED, IN NATIONAL NEEDS ASSESSMENT ACTIVITIES.

ALRC DISSEMINATED THE SUMMER, 1976 AND SEPTEMBER, 1976, NATIONAL NEEDS ASSESSMENT PROGRESS REPORT TO LRCS, AND THE STATE MEDIA CENTER. THE LRCS AND STATE MEDIA CENTER DISTRIBUTED THE REPORTS UPON REQUEST TO LEAS AND OTHER AGENCIES SERVING HANDICAPPED CHILDREN.

WORKSCOPE ELEMENT IIIA-01 - PLAN FOR NEEDS ASSESSMENT.

SINCE MISSISSIPPI'S ALRC WAS NOT IMPLEMENTED UNTIL MARCH 1, 1976, EFFORT UNDER THIS ELEMENT WAS MINIMAL. QUESTIONARIES FOR THE NEEDS ASSESSMENT WERE REVIEWED AND COMMENTS SUBMITTED.

WORKSCOPE ELEMENT IIIB - EXECUTE A PLAN TO MAKE NEEDS KNOWN TO PRE- AND IN-SERVICE TRAINING INSTITUTIONS AND AGENTS AND PROVIDE CONSULTATION SERVICES TO SAME.

FIVE CONSULTATION'S WERE PROVIDED TO 4 UNIVERSITIES AND COLLEGES TO ASSIST THEIR EFFORTS TO MEET TRAINING NEEDS. THESE CONSULTATIONS WERE PROVIDED IN 3 HOUR PRESENTATIONS WITH TIME ALLOTED FOR DISCUSSION AND EXAMINATION OF MATERIALS. MATERIALS WERE ALSO LOANED TO UNIVERSITIES AND GRADUATE STUDENTS FOR REVIEW AND CONSIDERATION FOR PURCHASE.

WORKSCOPE ELEMENT VIA - CONDUCT PROJECT PLANNING, MONITORING, REPORTING, AND OTHER NECESSARY INTERNAL MANAGEMENT FUNCTIONS.

ASSOCIATE CENTER'S PLANS WERE REVIEWED, PROJECTED ACTIVITIES DOCUMENTS WERE OUTLINED, AND APPROVED. BUDGETS WERE DEVELOPED BY SUMMARY STRATEGY LEVEL, RESOURCES WERE ALLOCATED AND TECHNICAL ASSISTANCE AGREEMENTS WERE MADE. PROGRAM TRANSACTIONS, FINANCIAL TRANSACTIONS, AND ACTIVITY EVALUATION WERE DOCUMENTED.

SUMMARY OF MAJOR PROJECT SUCCESSES/IMPACT ON SPECIAL EDUCATION DELIVERY SYSTEMS

In 1971, the special education media and materials efforts began as a part of the Southern States Cooperative Learning Resources System. In 1974, in cooperation with the Southeast Learning Resource Center, the Mississippi Department of Education instituted legislation which provided for four regional resource centers. These centers funded with both state and federal monies have provided services to 29 of Mississippi's 82 counties. The initial materials efforts, as well as other functions, were supported mainly with state funds in three of the centers. The forth center was funded with RRC and Title VI monies. In this fourth center Title VI monies were used for the media/materials efforts, and RRC funds supported the diagnostic/evaluative functions. Since 1971, the State Media Center, which loans materials to school districts in all areas of the state, has continued to receive Title VI monies to support and expand their loan collection.

In March, 1976, when the ALRC program began to be fully implemented much needed support was given the media/materials efforts of the four regional learning resource centers. (State appropriations for this function of the centers has not increased since the original 1974 legislation was implemented.) The ALRC has also loaned materials to a number of districts

NOT PRESENTLY BEING SERVED BY LRCs. LAST YEAR ALMOST ALL SCHOOL DISTRICTS IN THE STATE HAVE TAKEN ADVANTAGE OF THE "LOAN FOR EXAMINATION" SERVICE OF ALRC. MANY OF THESE DISTRICTS HAVE MADE MONEY AVAILABLE AT THE LOCAL LEVEL FOR THE PURCHASE OF THESE MATERIALS FOR USE WITH THE HANDICAPPED CHILDREN THEY ARE SERVING. SUCH INTEREST AND SUPPORT WOULD NOT HAVE COME ABOUT WITHOUT THE STIMULATION OF THE ALRC PROGRAM. IT IS FELT THAT MANY CHILDREN IN MISSISSIPPI ARE RECEIVING MORE APPROPRIATE INDIVIDUALIZED INSTRUCTION AS A RESULT OF THESE EFFORTS.

ANOTHER "SUCCESS EFFORT" HAS BEEN IN THE AREA OF IN-SERVICE TRAINING. IN MOST REGIONAL WORKSHOPS A "TRAINER OF TRAINERS" APPROACH WAS UTILIZED TO TRAIN REPRESENTATIVES FROM LOCAL SCHOOL DISTRICTS TO PROVIDE IN-SERVICE AT THE LOCAL LEVEL. FROM ONE SUCH SERIES OF 14 TRAINING SESSIONS APPROXIMATELY 130 - 140 WERE REPLICATED. IT WAS THE INTENT TO GENERATE A RIPPLE EFFECT TO DISSEMINATE INFORMATION, AND PROVIDE GUIDANCE TO ALL SPECIAL EDUCATION AND A SIGNIFICANT NUMBER OF REGULAR TEACHERS IN THE STATE. APPENDIX C PROVIDES A DESCRIPTION OF THIS TRAINING EFFORT.

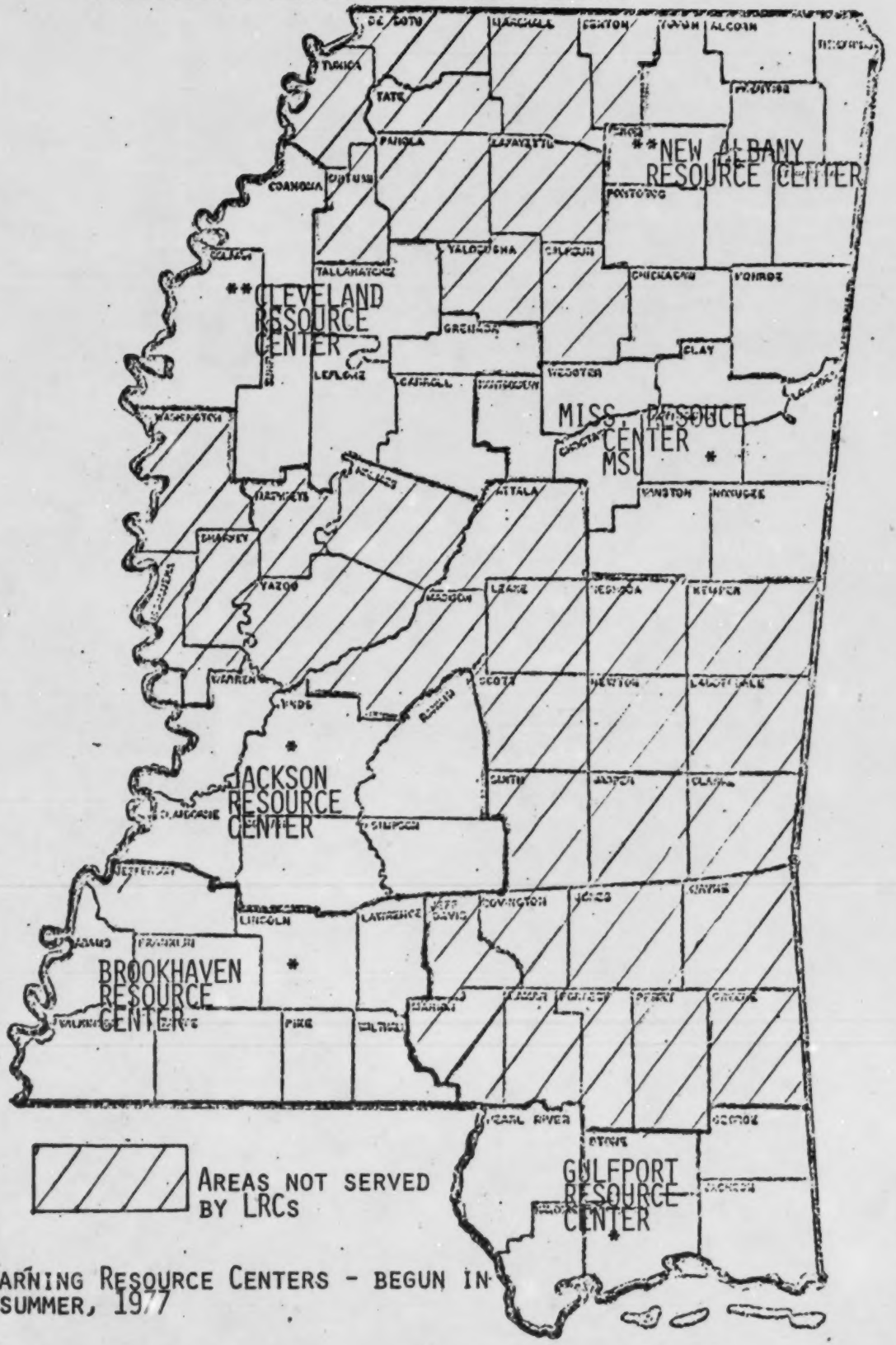
THE INTEREST IN AND DEMAND FOR THE SERVICES PROVIDED BY ALRC AND THE REGIONAL RESOURCE CENTERS IN THE STATE HAS LED TO THE DEVELOPMENT OF FUNDING AND SUPPORT FOR TWO NEW CENTERS. ONE OF THESE CENTERS IS NOW OPERATIONAL, AND THE OTHER SHOULD BE IN FULL OPERATION BY AUGUST, 1977. AGAIN THE ALRC PROGRAMS HAS STIMULATED THE NEED AND DEMAND THE ESTABLISHMENT OF THEIR LOAN COLLECTION, AND HAS PROVIDED MAJOR SUPPORT FOR THE BEGINNING EFFORTS IN BOTH CENTERS. ADDITIONAL FUNDS FOR ESTABLISHING SUCH

EFFORTS HAVE BEEN APPROVED IN THE BUDGETS OF THE TWO NEW CENTERS.

IT IS ANTICIPATED THAT ADDITIONAL STATE AND FEDERAL FUNDS WILL BE MADE AVAILABLE IN THE NEXT TWO-TO-THREE YEARS WHICH WILL, WITH PRESENT FUNDS, SUPPORT THE OPERATION OF 10 CENTERS PROVIDING SERVICES TO ALL OF MISSISSIPPI'S 82 COUNTIES.

SPECIAL EDUCATION COORDINATORS FROM LOCAL SCHOOL DISTRICTS AND FROM TWO LRCS ARE AT PRESENT RECEIVING TRAINING WITH SYSTEM F.O.R.E. MATERIALS. THESE TRAINERS WILL BE RESPONSIBLE FOR CONDUCTING IN-SERVICE FOR OTHER EDUCATORS, WHO WILL CONDUCT THE TRAINING AT THE LOCAL LEVEL. FOUR DEMONSTRATION-MODEL PROGRAMS USING SYSTEM F.O.R.E. WILL BE ESTABLISHED IN AUGUST, 1977. IT IS ANTICIPATED THAT THESE MODELS WILL STIMULATE A MORE SYSTEMATIC USAGE OF MATERIALS THROUGH THE USE OF SYSTEM F.O.R.E. OVER THE ENTIRE STATE.

APPENDIX A
MISSISSIPPI LEARNING RESOURCE CENTERS



** LEARNING RESOURCE CENTERS - BEGUN IN SUMMER, 1977

APPENDIX B

LIST OF PRODUCTS PRODUCED

TITLE: Workshop: Planning For and Implementing IEPs.

STATE: Mississippi

ABSTRACT DESCRIPTION: A multi-media workshop package designed to assist personnel directing or instructing special education children to plan for and implement individualized educational plans in the least restrictive environment. The material, not all of which was developed by Mississippi SDE, is presented in seven modules. Includes transparencies, filmstrips (produced by CEC), 16mm (produced by Region 13, Austin Texas), slide/tape presentation (produced by Human Policy Press), and worksheets.

TITLE: Classroom Management Workshop

STATE: Mississippi

ABSTRACT DESCRIPTION: Multi-media workshop intended to assist teachers with basic techniques for effective management of the classroom. Includes 9 sets of transparencies, taped interviews with teachers, and a 16mm film (produced by Research Press), pre and post tests, and handouts.

TITLE: Make and Take Workshop

STATE: Mississippi

ABSTRACT DESCRIPTION: A hands-on workshop on teacher made materials presented in a learning center approach.

TITLE: Developmental Curriculum - To Be Available in September, 1977.

STATE: Mississippi

ABSTRACT DESCRIPTION: A 0-6 Developmental Curriculum for Special Education.

PUERTO RICO

Final Technical Report

Sept. 1, 1974 - May 31, 1977

for the

Puerto Rico Learning Resource Center

Commonwealth of Puerto Rico

DEPARTMENT OF EDUCATION
Hato Rey, P.R.

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION
Hato Rey, Puerto Rico

A. Project Background:

The Commonwealth of Puerto Rico operates a school system which is a highly centralized organization that serves the entire island. It is administered by the Department of Education which is headed by a Secretary of Education appointed by the Governor at the cabinet level, who is vested with all the authority in the establishment of an education policy.

The Department of Education is organized in three levels:

Central Office: The Central Office level is located at the Department of Education main building and is responsible for policy making, curriculum design and overall planning and evaluation of the instructional program functions concerning the recruitment and appointment of teaching and other personnel, payroll, purchases and provision of supportive services.

Educational Regions: The island is organized into six educational regions which are: Arecibo, Ponce, Mayagüez, San Juan and Caguas, each one headed by a Director, appointed by the Secretary of Education. It's primary function is to interpret to local units the policies and directives originated at the Central Office

It also supervisor the instructional program, and gathers and submit to the Central Office data needed for the planning and distribution of resources.

School Districts: Educational regions are subdivided into local units called school districts. There is a total of 87 districts in the island, each one headed by superintendents, which is the officer in charge of the implementation, administration and supervision of the instructional program at the local level.

The Special Education Program functions within this structure. It's Central Office, located in Department of Education main building is headed by a Special Education Director and is divided in four units,administrative unit, curricular unit, academic unit and vocational unit.

In the second level the Special Education Program functions by means of seven regional special education supervisors appointed to each region except in the San Juan region for whom two supervisors have been appointed due to the amount of population being served in this region. Two aditional regional special education supervisors are serving the special education vocational and pre-vocational programs.

Prior to the project establishment during the period from September 1970 to July 1973 a Center for the Production of Educational Materials and

Related Services created under Public Laq 91-230, Title III was performing all functions concerning the production, translations, adaptation and distribution of curricular and instructional materials, for children with all kinds of handicaping conditions. Also a Center for the Production of Materials for Deaf and Speech Impaired Children under P.L. 89-313 was functioning . This Center also rendered evaluation services (psychological, educational and speech evaluations).

By the end of the contracted funding period for the existance of such center the Special Education Program was going to adopt it, since no other organized system for the provision of media and teaching materials existed. But financial problems maded this adoption imposible. As a result the probability of the educators to have access to instructional materials was reduced.

Only those teachers that worked under specific proposals which included the purchase of some media and instructional materials had the opportunity to benefit from this type of services. All other teachers had to produce and or adapt their own materials. The problem was agraviated by the fact that in 1975, 75% of the special education teacher lacked an appropriate preparation in the teaching of handicapped children. This deficiencies would then very probably produce, inapropriate teachers made materials. This study also pointed out the great need of training teachers in the area of learning disabilities, deaf, speech and language, emotional problems and on the teaching of trainable mentally retarded children. In addition although the need for services in the production and distribution of appropriate media and educational material was identified, specific and priority needs within this area needed to be specified by the program.

The Special Education Program also lacked of appropriate curriculum guides designed for the teaching of all handicaps. By 1970 the Special Education Program had designed tentatively a curriculum guide for the teaching of Educable Mentally Retarded Children and work sheets and units for deaf children and the emotionally disturbed. This summed to about all the Special Education Program had been able to produce in very tentative way. Thogh, this area needed to be reinforced and rescud, for benefit of our handicapped children.

B. Project Philosophy, Goals and Objective

The ultimate goal of the Special Education Program is to increase the likehood that exceptional children will be able to function as mature citizens in our society. This means that every effort should be made to provide exceptional children with a presoriptive educational program which will enable them to become self-respecting, self-supporting, socially responsible and informed adult citizens despite their handicapping conditions.

The L.R.C. believes, that to accomplish this goal, teachers have to be provided and trained in the usage of appropriate media and materials in order to insure instructional competence for exceptional children and youth in order that all of exceptional students at all levels make adequate achievements based on their abilities.

Based on this philosophy and in the S.E.A. needs the L.R.C. goals included:

1. Locating, adquiring, selecting, translating and adapting appropriate educational materials
2. Develop a coapacity to condut (or participation) media and materials conferences and workshops.
3. Provide special educators with training opportunities to increase competencies in the appropriate use of educational materials and educational technology for handicapped learners.

4. Providing special educators with access to instructional resources

5. Insure high quality of instruction by means of increasing the quality of instructional materials produced

To accomplish this goals the L.R,C. terminal objectives for the initial year were:

1. To plan and work out with Regional SSCLRS Office inservice training programs in the areas of the deaf, speech and/or language, learning disabilities and emotional problems to increase teacher's knowledge on educational techniques, methods of instruction and instructional materials.
2. Expand the development of existing state centers and explore the possibilities of developing additional learning resource center.
3. Conduct training for E.M.R. and T.M.R. teachers to develop their capabilities of applying more effectively the available special education materials.
4. Conduct training to 15 to 18 special education teacher in the materials adapted as identified in objective #3.

The third objective was modified because the materials available by then were teacher's maded, that need first to be located, revised and adapted into sequential skills levels. Other materials purchased were in english and this also needed to be translated and adapted for Puerto Rico. As a result the L.R.C. sustituted this objective for that location, revision, translation and adaptation of available education materials. Since this process was very time consuming partially because of the dificulty in contracting qualified personnel the L.R.C. had, as a consecuence to postponed both objective 3 and 4 for the next period corresponden to 1975-1976 fiscal year.

During the next period such objectives were included in the proposal but modified to include a greater number of teachers to be trained, since as the population being served by the S.E.A. grew, training and material services had to be expanded.

Other terminal objectives stablished by the L.R.C. for this second year 1975-76 included.

1. Continue with the identification, purchase, translation, adaptation and production of teaching and training materials according to needs assessed.
2. Provide special education teachers with access to audio-visual equipment and educational materials.
3. Participate and provide in-service training in the development of instructional materials.
5. Assit the RRC in the provision of instructional materials required for I.E.P. purposes.

This objectives remained the same for the third year of the L.R.C. corresponding to the period form 1976-1977.

C. Puerto Rico Learning Resource Center Project Organization

The Learning Resource Center is located in the curricular unit of the State Department, Special Education Program.

The center personnel have consisted of a Coordinator and a secretary located at the Central Office. One teacher was contracted from February to May 1977. Two secretaries contracted on part-time basis are in charge of Ponce and Mayaguez resource school rooms.

All other services and work is done by means of volunteered cooperation of teachers and/or personnel subcontracted to perform an specific task for certain period of time.

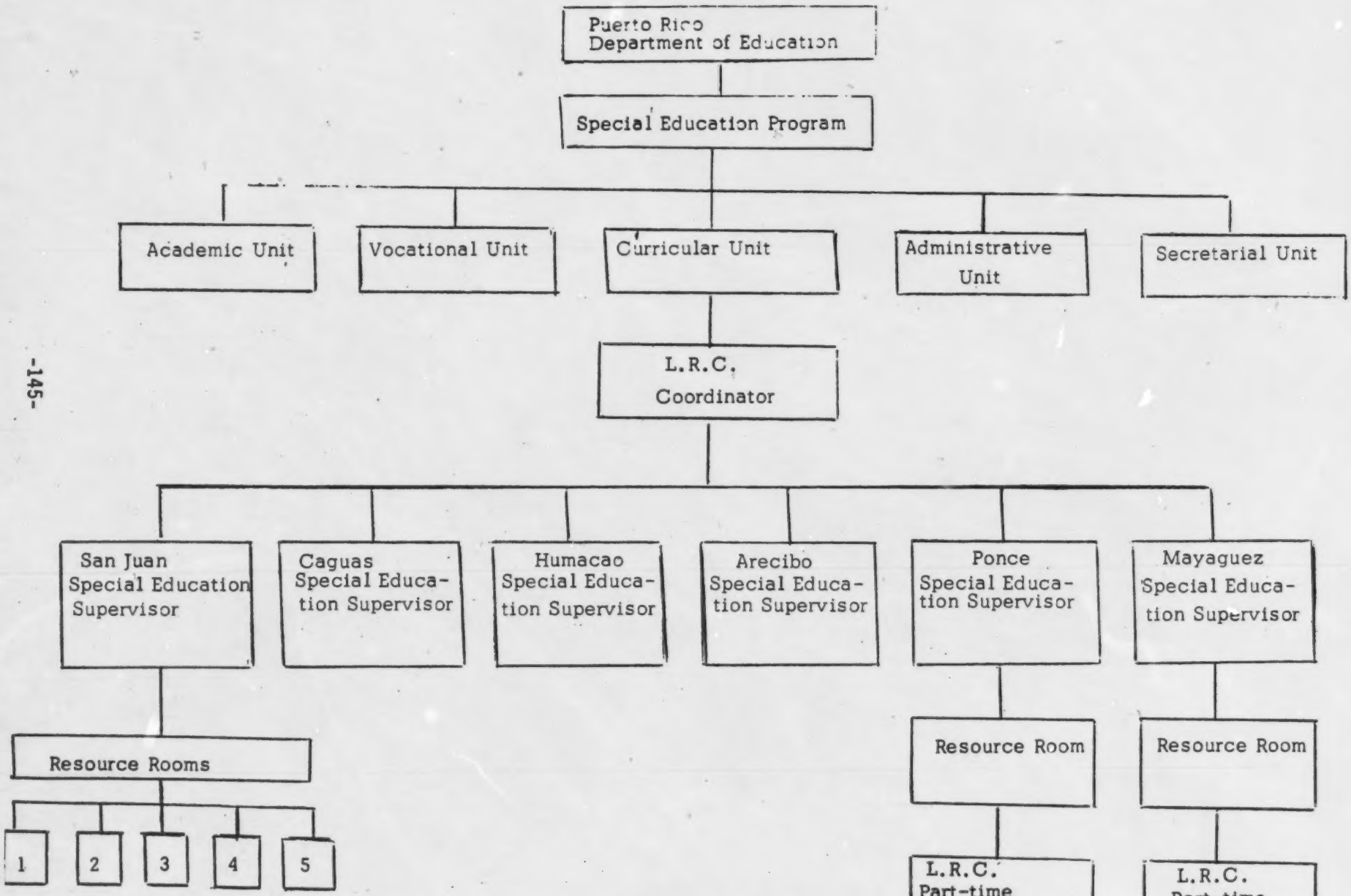
The Central Office L.R.C. serves as matrix in terms of the selection and provision of materials for their distribution and circulation.

This services are coordinated with second level of the Puerto Rico Department of Education organization by means of monthly meeting held with the regional supervisors for purposes of planning the rendering of services to the school districts. Other needed contacts are made by means of L.R.C. Coordinator visits to the shcool districts or throug mailed written notices and telephone calls.

In the third level of the Puerto Rico Department of Education organization school districts, services are rendered through the school superintendents and the seven school rooms located in Ponce, Mayaguez, and San Juan Educational region.

Resource school rooms are not organizaed centers. They are just school rooms were the districts thenselves (except in Ponce and Mayagüez were L.R.C. paid for a part-time secretary) provides some personnel to be in charge of the distribution of educational and graphic materials and/or references to produce it.

The school districts have also provided the space for the development of such resource rooms.


Puerto Rico
Department of Education
Special Education Program
Academic Unit
Vocational Unit
Curricular Unit
Administrative Unit
Secretarial Unit
L.R.C.
Coordinator
San Juan
Special Education
Supervisor
Caguas
Special Educa-
tion Supervisor
Humacao
Special Educa-
tion Supervisor
Arecibo
Special Educa-
tion Supervisor
Ponce
Special Educa-
tion Supervisor
Mayaguez
Special Educa-
tion Supervisor
Resource Rooms
1
2
3
4
5
Resource Room
Resource Room
L.R.C.
Part-time
secretary
L.R.C.
Part-time
Secretary

D. Regional or S.O. Data

1A. Assist states in local and state materials center stimulation or development

Prior to the organization of the formal L.R.C. services a survey of media materials and technology training needs was conducted in all the educational regions with a sample of 233 teachers.

L.R.C. planned it's work based on those needs revealed that were related with its workscope.

A report on needs assesed was made an discussed with S.E.A. concerned personnel. A copy was fowarded to the Educational Technology Program director requesting their helping meeting L.E.A. needs. A supervisor and a technitian form this program were assigned to join efforts with the center and L.E.A. for this purposes.

A one week workshop was conducted on the technology of preparation of picture, laminating, preparation of transparences and the use of the vertical projector in Río Piedras A school district. As a result of this workshop, each teacher prepared a package of audiovisual material and used them in their classes.

Further follow-up of 20 teachers demonstrated that although the training meet their inmediate needs for the preparation of classroom materials, they expected that training progam to continue until they acquire enough skills not only in the preparation of materials but also in the management and maintanance of different pieces of equipment. L.R.C. held difficult meetings to referal those needs to the concerned personnel from the L.E.Z.

In order to be able to asses more specifically the needs of teachers working with speech impaired, the L.R.C. financed a part-time contract for a specialist in

speech problems to work on a temporary basis on the Mayaguez school room. This teacher conducted a media and materials needs assessment and location and prepared the materials to meet the identified needs. This material were then distributed among the concerned teachers.

The Center assisted the S.E.A. with media development by providing graphic, photographic and audiovisual equipment and supplies to 187 teachers along with proffessional advice on it's use and maintainance.

As a result 240 items of pupil use materials were produced by the trained personnel, which were afterwards callected by the L.R.C.. This collected materials were organized in sequences of difficulties and aid the center in the preparation of two manuals of worksheets that are presently being used by 57 teachers and will be used by 352 as soon as they received the training on it's usefulness. The materials can be used in the teaching of math, and Language Arts Skills, a priority area of the program.

A total of 1,158 different items of child use materials were identified through contacts with salesman representatives and purchased by the L.R.C.. A sequence of 35 items were identify as appropriate for trainable mentally retarded children.

The other items purchased were identified according to it's use and were distributed to the Central Office and to the seven resource rooms organized by the L.R.C. in the districts of San Juan, Ponce and Mayaguez.

This resource school rooms were the result of a series of meetings, interviews and circular letters initiated and held by the L.R.C. with personnel from the L.E.A. and S.E.A.. The center was able to obtain through them, part of the financial support needed for their establishment fromthe Central Office.

This resource rooms continue rendering services to those school districts, in which they are located; and these is a resonable assumption they will become institutionalized whithin the state.

Since the L.R.C. initial funding period university teachers and students have received consultant services and materials on a loan basis from the L.R.C., through the Central Office.

Finally the center aid the state program development by motivating the L.E.A. public Library to organize a library section for special education books and materials. The initial collection of books and other materials was located by the L.R.C.. inancial support from other S.E.A. sources was obtained. The library is rendering services to university teachers, special education teachers, students and general public.

The evaluation of the achievements on this area revealed that lack of L.R.C. personnel to work with teachers do not allow the center to participate directly in some teachers activities that migh result in center benefits.

IB. Provide Technical Assitance for S.E.A. in State Planning of Intrastate Materials Services

The L.R.C. conducted a survey to determine and identify both state and L.R.C. personnel resources capable and willing to cooperate with the S.E.A. and L.R.C. in the preparation of teaching materials and in training activities. All the information obtained was collected and written in a directory of available resources, per school districts.

This information has been usefull both to the state and the L.R.C. in facilitaiting the attainment of L.R.C. and S.E.A. goals.

During the initial year's of the project stablishment the L.R.C. also developed a profile of existing L.R.C. services that was published in the Special Education Program's Newspaper, also copies of a brochure of available L.R.C. services was distributed among the special education regional supervisors and discussed with school superintendents willing to expand L.R.C. services in their districts.

In addition the L.R.C. developed a format designed for the purpose of identifying and adquiring samples of teacher made materials. The format requests information on the person who developed it, for what purposes was it developed, references used and for what population it is appropriate.

Will be usefull to the L.E.A. if the infromation to be collected is annotated in a tracher's made materials catalogue, a task in which the S.E.A. is interested in accomplishing.

For the purposes of providing models and guidelines for state L.R.C. services, prior to the organization of each of the seven resource school rooms, one administrative meetting was held with the district schools superintedents and other related personnel.

The guidelines stablish in the meeting an now being followed by the personnel in charge of the district's resource rooms.

L.R.C. capacity is not appropriate to render all services island wide. Dissemination of information caused overload on request that in some cases can not be meet.

1C. Provide S.E.A.s. Consultation on Educational Technology of Special Education Materials Usage

Proffessional assistance and provision of materials references and materials on loan basis have been given to the S.E.A. and R.R.C. evaluation teams. Seventy five items of materials have been located and provided on loan basis. These are being use as references of methods and activities to develop I.E.P. As requested by the S.E.A. personnel concerned with the teaching of speech impaired children, language development models were located and distributed to 3 speech therapists and four teachers of children with language problems. They are using them for programing services and teaching.

Also, two language development programs were acquired by L.R.C.. Two teachers of children with language problems are presently adapting them with their children. This materials might be use as a basis for the production of a curriculum guide for the teaching of children with language problems.

A contract for the translation adaptation and illustration of the Learning Steps for deaf blind children was awarded for a group of teachers who field tested the activities with their own children. It is now in the reproduction phase.

Deaf-Blind children in the island will receive the benefit of an structured learning experience.

The guide is so simple and completly illustrated that can possibly be used by parents.

1D. Develop Capacity for Conduct of (or Participation in) Media and Materials Conferences and Workshops

As a common practice, the L.R.C. always train special education supervisors on the use of the curriuclar products developed by the Center. Supervisors in turn select a group of leadership teachers and other related personnel of their respective regions to attend L.R.C. trainings an the same subject-matter. This group and/or the supervisors train other teachers, improving that way the delivery capability of L.R,C. training services.

The L.R.C. major activities carried out in this way pertaining to this element were the following:

1.. A one day training was offered to 57 teachers and other related personnel in the use of the curriculum materials develop by the Center for trainable mentally retarded children.

Impact:

Fifty teachers are actually using suplementary materials for the teaching of trainable mantally retarded children -

2. Training on the use of curriculum guide for the teaching of emotionally disturbed children, adapted and reproduced by L.R.C.

Impact:

Teachers of emotionally disturbed children using the adaptation to P.R. of the Ruthland Guide for the teaching of severe emotionally disturbed children

3. A total of 80 teachers of educable mentally retarded children attended a two one day long training in the use of the curriculum guide for the teaching of educable mentally retarded children developed and produced by the L.R.C.

Impact:

Teachers trained are nowusing the guide for the teaching of educable mentally retarded children

4. Training on Individual Educational Programs offered by S.E.L.C. in Orlando. The L.R.C. selected the six regional supervisors and two resource teachers to attend to the above mentioned meetting

Impact:

This activity arouse more awareness in the fullfilment of the requisites of P.L. 94-142.

Each of the attendies are new celebrating meettings in relation with the Individualized Educational Plan in their respective regions. A plan to completly finish the training of all the island teachers have been divised.

The Mayaguez regional supervisor prepared a video tape program which was transmitted by channels 6 of P.R. T.V.

Other training have been carried out by the P.R. L.R.C. Coordinator as result of the trainings offered by S.E.L.C. for all L.R,C.'s Coordinators.

Examples of training carried out by the L.R.C. Coordinator after having attended S.E.L.C.'s trainings are:

1. First part of Wiley Educator Workshop - Coordinator received it and then held a One session to train 19 special education personnel from the Central Office, (supervisors and evaluation teams) personnel from other agency were so motivated that they sent a representative to a wiley session in the mailand.
2. Knowledge and skills acquired in the symposion on the selection of materials for the handicapped held in Ohio was used to train personnel form the Head Start Programs and from the Mentally Retarded Adults Day Care Center. This training aid them to select the appropriate materials for their Centers
3. Coordinator received training on P.L. 94-142. One hundred and ninety one teachers, supervisors, coordinators and other special education personnel were trained on the requirements of this law.

A speech therapist, one audiologist, one teacher and one psychologist used the training package prepared by L.R.C. to train 276 teachers of speech impaired children and other related personnel in the six educational regions.

The Center also provided the materials to facilitate other in service taining conducted by the S.E.A. and R.R.C. . Following are the activities carried out to assit in conducting workshops:

1. Training materials related with behavior modification techniques, provided by S.E.L.C., was used to train Arecibo educational region supervisory personnel. Aproximately 80 school directors, participated in the activity.
2. The L.R.C. assisted the R.R.C.with the video-tape's materials necessary to conduct a training on the assessment model for deaf-blind children in which 57 teachers were present.
3. The Center also provided the Caguas regional special education supervisor with the audio-visual equipment and materials needed to conduct a workshop in the use of such equipment and materials in the teaching of handicapped children.

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IE. Divise and Execute a Plan for Dissemination of Child - Use Instructional Materials - Related Information to S.E.A. - Designated Recipients

Purchased materials are located in the seven resource school rooms. The regional special education supervisor is in charge of the distribution of materials in those regions without L.R.C's resource room services.

Time invested in the location, preparation or adaptation of instructional materials did not allow L.R.C. to prepare a formal catalogue of materials, although supplementary material to be use with the curriculum guide for the teaching of trainable mentally retarded were distributed to the six educational regions. Fifty (50) teachers of trainable mentally retarded are using them.

IF. Provide Human Resources for Reinforcing State Staff in Media, Materials and Technology Services Development

The following activities were carried out by the L.R.C. in order to assit the S.E.A. in media, materials and technology services development, as requested by them.

1. The Center financed the reproduction of a Manual on Sign Language It is being distributed and will be used by a total of 86 teachers as a part of a total communication approach for deaf children.
2. The S.E.A. requested the L.R.C. assistance in the development of a training model on individualized educational program. To honor this request the L.R,C. in coordination with R.R.C. translated, adapted and reproduced the Florida Plan Game. Using this training model a total of 106 teachers and other personnel have been trained. Five of the teachers trained will now be in charge of training other related personnel from the San Juan educational region.
3. The L.R.C. also developed, reproduced and disseminated an in-service evaluation form, which is now being used by the S.E.A. in assesing the effectiveness of all in-service trainings conducted.
4. In an effort to assit the S.E.A. in the development of a cataloging system, personnel from the agency was trained in the use of M.A.R.S. Afterwards the system was translated, but further analysis of it demonstrated that our system was not prepared to use it. - Special education materials need to be located adapted or produced before using the system as such. Instead,a list of available training materials was prepared and is available for trainers.

5. The L.R.C. reinforced the Mayaguez educational region staff providing them with part-time typist services in order to make possible the prompt reproduction of materials prepared in the resource school room.

A total of 10 items of materials were reproduced and used in fifteen groups of children.

IIA. Identify Needed Instructional Materials and Prioritize Needs

All documentation required by the Needs Assessment Committee has been sent.

No further instructions to work in this strategy have been received and no other achievements have been attained in this area.

IIIA. Help Regions' Trainers to Identify Media Materials and Educational Technology Training Needs

Only one model for the total assessment of Media and educational materials needs as well as training needs in this areas was developed. With it the L.R.C. was able to conduct all the assessment of needs necessary to direct the L.R.C.'s and S.E.A. services.

Additional assessment of specific training needs were conducted by contracted L.R.C. part-time personnel.

One contracted teacher conducted a survey of training needs of teachers for blind and deaf-blind children. Thirty five teachers perticipated in the training held according to the identified needs: use of OPTACON, movility and orientation for blind children, the braille system, and the use of the abacus in the teaching of mathematic for blind children.

IIIB. Execute a plan to make needs known to pre-and in-service institutions and agents, and provide consultation services to same

L.R.C. coordinator attended a meetting of deans and representative of the island universities to represent the State Director of Special Education. The characteristics and needed academic preparation that might help teachers to comply with the requisites specified in P.L.94-142 were discussed there.

Awareness from this meetting caused and interview of the avove mentioned personnel with the state director of Special Education and the Secretary of Education.

Data from the survey of training needs of special education teachers carried out by L.R.C. was used by the S.E.A. to submitt a training proposal.

A report on teachers needs discovered trough the analysis of data given in the training on I.E.P. was given by the L.R.C. coordinator.

Teachers trained demostrated to need more competencies on task analysis and developmental stages.

The center assisted the Special Education Program's supervisor in charge of groups for the learning disable on the trainings in the above mentioned need. Nineteen teachers were trained in this subject area.

IIIC. Help Trainers to Locate Exitant and Usable Training Program and Materials which Fulfill Needs

In order to fulfill the training needs specified by S.E.A. the L.R.C. located existant training materials related with the development of skills in the areas of gross motor, language, social, sensorial motor integration, and perceptual development. This were later revised and reproduced.

Training packages related with P.L. 94-142 prepared and/or acquired by L.R.C. are being distributed to the six educational region.

Also a training program related with P.L. 94-142 was acquired by L.R.C. It was translated and is being used by S.E.A..

III.

A. Summary of major project success/impact on special education delivery systems

The major successes of the project work has been the following

1. Provided the Puerto Rican children with six curriculum guides. Guide for the teaching of trainable mentally retarded, educable mentally retarded, emotionally disturbed, pre-school multihandicapped, deaf-blind, and for the teaching of mathematics were produced.
2. Provision of a training package that could be used to train all new teachers.
3. Provide the only source were special education teachers could get materials on loan basis

We could say that during three years of work L.R.C. have provided curriculum guides for the teaching in five areas.

This was the most urgent need in our system becouse no other sequential material was available for the teacher.

Also curriculum guides for the teaching of writing and for the speech impaired are in draft.

Now we are prepared to follow-up our children's learning process which was not possible without the provision of the guides.

During next year we will be able to test and retest children to see the impact on the use of the provided curriculum guides.

Another of the project's greatest successes is the training capability developed in the L.R.C. personnel.

This is already benefiting the island teachers.

B. Recommendations for future Regional/SO Efforts within the present workscope.

All appropriate elements are appropriate for us to work, except those related with MIMIS. We think that due to the fact that MIMIS Search requires to expend money and once the material is located we need to expend more money in the adaptation and translation of them, work with MIMIS must be limited to maybe twice a year training or workshop on the available spanish material.

SOUTH CAROLINA

Final Technical Report: South Carolina Learning Resource Center
9/1/74 - 5/31/77

ABSTRACT

The South Carolina Learning Resource Center network, comprised of the State Center and five local centers, houses an extensive collection of instructional materials and media available for loan to teachers of the handicapped. These materials provide special education personnel the opportunity to examine, utilize, and evaluate items for instruction. In so doing, teachers have developed a greater awareness of the types of materials available for use with the handicapped and have become more astute in the selection and evaluation of materials for utilization in their respective classrooms.

Supplies and equipment are also provided for the development of materials for classroom use. This provides teachers the opportunity to further individualize their instruction by adapting and revising materials currently available and by designing materials to meet the specific instructional needs in their classrooms.

The Annotated Materials Catalog and newsletter disseminated to special education personnel provide information relative to instructional items recently acquired by the network and statewide workshops for special educators. Two additional publications have provided information relative to instructional materials suitable for special education utilization and the selection of instructional materials for handicapped pupils.

The services provided by the South Carolina Learning Resource Center network have increased the level of sophistication of teachers in the utilization of instructional materials and media, fostering qualitative growth of teacher capabilities in teaching handicapped pupils.

STATEMENT OF PROGRAM ACCOMPLISHMENT

Background Information

The South Carolina Learning Resource Center is operated under the auspices of the Office of Programs for the Handicapped, South Carolina State Department of Education. It was established in 1968 as part of the original Instructional Materials Center network. Through the use of Title VI monies, the State Center acquired an extensive collection of child-use materials and established an intrastate loan system. The State Center now houses approximately 9550 items.

In January, 1972, South Carolina became a member of the Southeast Learning Resource Center network and established new activities under its workscope. Five Local Learning Resource Centers were established at this time. Emphasis was placed upon the acquisition of instructional materials and media for a loan collection for the local centers. Each of the local centers now has approximately 925 items available for circulation.

Instructional materials development capabilities were established in the Summer, 1972, at the State Center. Teachers may come individually or in inservice groups to develop "low cost" materials. Approximately five hundred (500) teachers utilize this service annually. Emphasis has recently been placed upon instructional materials development capabilities at the Local Learning Resource Center level. Presently, each center does have minimal equipment and supplies for low cost productions. Each of the local centers primarily serves the local education agencies in its surrounding counties, while the State Center continues to provide services to all local education agencies and state agencies/associations serving the handicapped.

The primary purpose of the Learning Resource Center network is to provide sample instructional materials and equipment for teachers in order that they may evaluate their efficacy for use in their programs. The network provides the following services to personnel involved in the education of handicapped pupils:

1. Serve as a depository for curricular and instructional materials for handicapped children.

2. Make these materials available to special education teachers and administrators in order that they may examine, utilize, and evaluate them.

3. Publish and disseminate information through a newsletter relative to recently acquired instructional materials and media, the local centers, and statewide workshops.

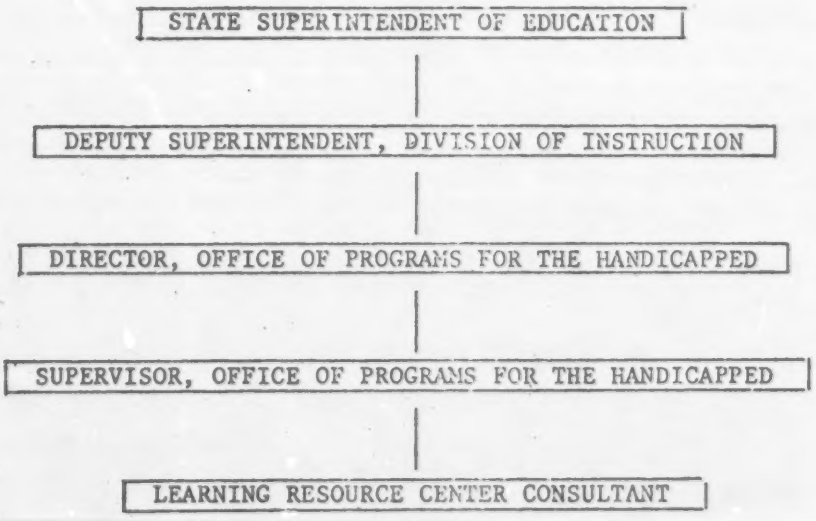
4. Provide in-service training for special education teachers in the utilization of instructional materials.

5. Provide a facility for teachers to make their own instructional materials. Instruction, equipment and needed materials are provided for the teacher.

The various services and activities which are provided by the Learning Resource Center network enable many teachers of the handicapped to develop materials, to utilize new instructional materials, and to participate in workshops in which a variety of ideas and techniques for materials development and utilization are presented.

Project Organization

ADMINISTRATIVE STAFF OF SOUTH CAROLINA LRC WITHIN SEA


STATE SUPERINTENDENT OF EDUCATION
DEPUTY SUPERINTENDENT, DIVISION OF INSTRUCTION
DIRECTOR, OFFICE OF PROGRAMS FOR THE HANDICAPPED
SUPERVISOR, OFFICE OF PROGRAMS FOR THE HANDICAPPED
LEARNING RESOURCE CENTER CONSULTANT

JOB DESCRIPTION

WORKING TITLE: Consultant - South Carolina Learning Resource Center

AGENCY: South Carolina State Department of Education

DIVISION: Division of Instruction
Office of Programs for the Handicapped

EDUCATIONAL BACKGROUND:

Must have a Masters degree with a minimum of three (3) years successful teaching experience with handicapped pupils. This person should manifest the qualities of good verbal and written expression, exhibit leadership traits, a cooperative attitude, and a past record of achievement.

EXPERIENCE:

Should have a minimum of three (3) years teaching experience based toward methods and child-use materials for teaching handicapped pupils.

MAJOR RESPONSIBILITIES:

Responsible for planning, implementing, and/or delegating activities such as, booklets and workshops, in order to meet the requirements of the Annual Plan and the South Carolina Learning Resource Center Continuing Workscope.

Responsible for monitoring and preparing budget reports and quarterly progress reports for the Southeast Learning Resource Center.

Responsible for monitoring Local Learning Resource Centers activities via three (3) site visits to each local center.

Responsible for writing the Continuation proposal.

Responsible to the Chief Supervisor, Administrative Section, Office of Programs for the Handicapped for activities and problems within the South Carolina Learning Resource Center Network.

Perform other task specifically assigned by Director or Chief Supervisor, Administrative Section, Office of Programs for the Handicapped.

JOB DESCRIPTION

WORKING TITLE: Librarian - South Carolina Learning Resource Center

AGENCY: South Carolina State Department of Education

DIVISION: Division of Instruction
Office of Programs for the Handicapped

EDUCATIONAL BACKGROUND:

Must have a Bachelor of Arts degree in Special Education or be certified in an area of handicapping conditions. This person should manifest the qualities of good verbal expression, exhibit leadership traits, and a cooperative attitude.

EXPERIENCE:

Should have a minimum of two (2) years of successful classroom experience working with handicapped children. This person should have knowledge of media and materials used in Special Education Classrooms.

MAJOR RESPONSIBILITIES:

Be knowledgeable of media and instructional materials housed at the Instructional Materials Center and its Associate Centers.

Assist teachers in the use of media/materials/training techniques as applied to Special Education.

Assist teachers in the use of equipment for making teacher-made materials.

Assist in organizing and conducting workshops for the purpose of informing/training teachers and administrators in the use of media and materials for Special Education children.

Has primary responsibility for library procedures, such as, circulation statistics, shelving materials, organization of materials and media, and processing of new materials.

JOB DESCRIPTION

WORKING TITLE: Technical Library Assistant

AGENCY: South Carolina State Department of Education

DIVISION: Division of Instruction
Office of Programs for the Handicapped

EDUCATIONAL BACKGROUND:

Should have at least a high school degree with competency in clerical skills.

EXPERIENCE:

Should have work experience which utilized typing skills. It is preferred that this person have been involved in some phase of library work.

MAJOR RESPONSIBILITIES:

To assist the librarian in the flow of materials within the associate center network.

To assist the librarian in the processing of new materials, typing catalog cards, and filing catalog cards.

To assist at the circulation desk helping teachers check materials out.

To compile circulation records.

To shelve returned materials and keep shelves straightened.

To assist the librarian with overdue notices.

JOB DESCRIPTION

WORKING TITLE: Clerk-Stenographer II - South Carolina Learning Resource Center

AGENCY: South Carolina State Department of Education

DIVISION: Division of Instruction
Office of Programs for the Handicapped

EDUCATIONAL BACKGROUND:

Must have High School Diploma with specialized training in typing, shorthand, and bookkeeping. This person should manifest the qualities of good interpersonal relations, ability to organize work activities, and accuracy in work.

EXPERIENCE:

Must have a minimum of one (1) year experience with specialized training in typing, shorthand, and bookkeeping experience.

MAJOR RESPONSIBILITIES:

Typing and transcribing all reports, records, and correspondence and other pertinent items relative to activities in the Learning Resource Center.

Maintain financial records for expenditures of Learning Resource Center funds.

SOUTH CAROLINA
LEARNING RESOURCE CENTER

Local Support

The agencies listed below provide the following to the operations of Local Learning Resource Centers:

(1) Director, Local Learning Resource Center
(2) Secretary, Local Learning Resource Center
(3) Facilities (Shelving, Furniture, and Typewriter)
(4) Utilities
(5) Internal Housekeeping Services
(6) "In Kind" Support (Office Supplies, Duplicating, and Postage)

Beaufort County Schools
1300 King Street
Beaufort, South Carolina 29902

Greenville County Schools
301 Camperdown Way
Greenville, South Carolina 29602

Greenwood District #50
Post Office Box 248
Greenwood, South Carolina 29646

Lancaster County Schools
Drawer 130
Lancaster, South Carolina 29720

Pee Dee Education Center
142-B South Dargan Street
Florence, South Carolina 29501

Major Workscope Elements

Workscope Element IA - Assist states in local and state materials center stimulation or development

A slide/tape presentation relative to the services of the South Carolina Learning Resource Center network was developed for use by local education agencies and teacher training programs. (See ADDENDUM). Utilization of this program has assisted in expanding a general knowledge of the network and its services, and, simultaneously, has prevented loss of professional staff time in traveling and presenting such information.

Information was disseminated to all local education agencies and teacher training programs relative to newly acquired instructional materials and media, statewide workshops, and Local Learning Resource Center news through five (5) fliers and six (6) newsletters. (See ADDENDUM). Approximately 3600 persons have received each of the six newsletters (published by the Office of Programs for the Handicapped) since its inception in the Fall of 1975. Although a listing of recently purchased items for the Learning Resource Center is published each year in the supplement to the Annotated Materials Catalog, the newsletter enables special education personnel to have immediate knowledge of items for instructional utilization.

Local Learning Resource Center personnel have been trained in the use of instructional materials and media which were purchased for the local centers. These training sessions were conducted primarily during site visits to the centers.

The Annotated Materials Catalog (see ADDENDUM) and/or its yearly supplements were disseminated to local education agencies and teacher training programs. The catalog provides an indexed listing of all items housed at the State Center, including the cost, publisher, and a brief description of each item. It is particulary useful to those who do not have accessibility to the center.

Approximately 47% special education teachers have been provided with supplies and equipment for "low cost production" of teacher-made materials. In developing instructional materials for use in their own classrooms, teachers have been able to conceptualize/design materials which specifically lend themselves to individualization of instruction.

The total number of items circulated by the South Carolina Learning Resource Center network was 36,739. These items have been utilized for assessment, diagnosis and prescription, and individualization of instruction for handicapped pupils.

A booklet entitled Instructional Materials and Media Recommended for Use with Handicapped Pupils (see ADDENDUM) was published and disseminated to appropriate local education agency personnel. The booklet was designed to provide information relative to appropriate instructional items for each area of handicapping conditions.

Workscope Element IB - Provide technical assistance to state education agencies and state planning of intrastate materials services.

A state survey of teacher training needs and Area Learning Resource Center needs assessment was conducted. A total of 350 survey forms was disseminated statewide, and 238 forms were completed. The percentage of responses was calculated for each item, when appropriate. Out of this survey grew an awareness of the areas in which improvements could be made and new directions taken relative to the services of the Learning Resource Center network.

Workscope Element IC - Provide state education agencies and local education agencies consultation on educational technology of special education materials usage.

Approximately 722 contacts were made relative to acquiring information for the consultant registry. The registry is particularly useful in providing information regarding persons with expertise in various areas of exceptionality.

Workscope Element ID - Develop capacity for conduct of (or participation in) media and materials conferences and workshops.

State-Wide Workshops

October 14, 1974	Greenwood Learning Resource Center - 69 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
November 25, 1974	Beaufort Learning Resource Center - 130 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
November 26, 1974	Florence Learning Resource Center - 134 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
December 2, 1974	Greenville Learning Resource Center - 84 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
December 3, 1974	Lancaster Learning Resource Center - 67 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
December 4, 1974	Columbia Learning Resource Center - 284 teachers of the handicapped attended workshop on developing teacher-made materials conducted by Joyce Kohfeldt
October 15, 1975	Columbia Learning Resource Center - 66 teachers of the Visually Handicapped attended workshop pertaining to to Developing of Instructional Materials for the Visually Handicapped conducted by Mrs. Bernadette Alber
October 20, 1975	Beaufort Learning Resource Center - 29 teachers of the Visually Handicapped attended follow-up workshop designed for developing ideas presented by Mrs. Bernadette Alber
October 21, 1975	Columbia Learning Resource Center - 31 teachers of the Visually Handicapped attended follow-up workshop designed for developing ideas presented by Mrs. Bernadette Alber
October 27, 1975	Greenville Learning Resource Center - 11 teachers of the Visually Handicapped attended follow-up workshop designed for developing ideas presented by Mrs. Bernadette Alber
October 28, 1975	Florence Learning Resource Center - 11 teachers of the Visually Handicapped attended follow-up workshop designed for developing ideas presented by Mrs. Bernadette Alber
November 7, 1975	Columbia Learning Resource Center - 40 teachers of the Orthopedically Handicapped attended workshop on developing teacher-made materials for OH pupils conducted by Dr. June Bigge
November 13, 1975	Florence Learning Resource Center - 8 teachers of the Orthopedically Handicapped attended a follow-up workshop for the purpose of implementing ideas presented by Dr. June Bigge

November 18, 1975	Beaufort Learning Resource Center - 13 teacher of the Orthopedically Handicapped attended a follow-up workshop for the purpose of implementing ideas presented by Dr. June Bigge
November 19, 1975	Columbia Learning Resource Center - 13 teachers of the Orthopedically Handicapped attended a follow-up workshop for the purpose of implementing ideas presented by Dr. June Bigge
January 29, 1976	Greenville Learning Resource Center - 43 teacher-aides in self-contained classes for EH, OH, and TMH attended workshop relating the duties of an aide and proper utilization of equipment
February 3, 1976	Beaufort Learning Resource Center - 22 teacher-aides in self-contained classes for EH, OH, and TMH attended workshop relating the duties of an aide and proper utilization of equipment
February 17, 1976	Florence Learning Resource Center - 44 teacher-aides in self-contained classes for EH, OH, and TMH attended workshop relating the duties of an aide and proper utilization of equipment
February 24, 1976	Columbia Learning Resource Center - 45 teacher-aides in self-contained classes for EH, OH, and TMH attended workshop relating the duties of an aide and proper utilization of equipment

Media and Materials Fairs

April 16, 1975	Columbia Learning Resource Center - 285 teachers of the handicapped attended Media Fair to become aware of new instructional materials that are available
February 4, 1976	Charleston - 214 teachers of the handicapped attended Media Fair to become aware of new instructional materials that are available
Febraury 11, 1976	Florence - 130 teachers of the handicapped attended Media Fair to become aware of new instructional materials that are available
February 18, 1976	Spartanburg - 305 teachers of the handicapped attended Media Fair to become aware of new instructional materials that are available
February 25, 1976	Aiken - 106 teachers of the handicapped attended Media Fair to become aware of new instructional materials that are available
May 14-15, 1976	Columbia Learning Resource Center - 30 teachers of the handicapped attended workshops on developing teacher-made materials conducted by Ms. Eleanore McGeough. Workshops were held in conjunction with State Council for Exceptional Children.

October 4-6, 1976 Columbia Learning Resource Center - 41 teachers of the handicapped attended workshops on the evaluation and adaptation of instructional materials for the handicapped conducted by Ms. Eleanore McGeough.

Additionally, numerous workshops have been held for teacher training programs and local education agencies for the development and utilization of instructional materials and media.

Professional staff from the Learning Resource Center have also participated in local education agency in-service programs within the district and in state education agency sponsored workshops pertaining to services of the Learning Resource Center network.

The workshops conducted by the Learning Resource Center have provided teachers of the handicapped with an opportunity to develop instructional materials and media, to receive training in the utilization of instructional materials and media, and to acquire knowledge in instructional techniques for handicapped pupils.

Workscope Element IIID- Design and conceptualize needed and unavailable training materials to fulfill needs; supervise and fund productions using facilities and technical services of S-1, S-2, and S-3 centers.

A booklet, Standards for Selecting Instructional Materials and Media for Handicapped Pupils (see ADDENDUM), was developed and disseminated to coordinators of programs for the handicapped and to teacher training programs. This booklet was designed to provide guidelines which would enable teachers to select appropriate items for instruction for their particular handicapped pupils.

A filmstrip/cassette program relative to The Reading Works (see ADDENDUM), a program published by New Dimensions in Education, was developed for utilization by special education teachers. This program provides an overview of the contents and the procedures used in The Reading Works.

SUMMARY OF MAJOR PROJECT SUCCESSES

Based upon the number of applications of special education personnel at the state and local centers and the number of special education teachers in the state, approximately 68% of the teachers maintain current applications which enable them to utilize the services of the network. This information does, in fact, reflect a sustained interest and desire to utilize such services.

There has been an increased level of sophistication in the selection and utilization of instructional materials and media by teachers of the handicapped as a result of services provided by the South Carolina Learning Resource Center network. Supportive statements are as follows:

Under the state's excess cost program, 50% of the monies must be expended for instructional materials and equipment for handicapped pupils. During the past three years the itemized lists submitted for approval have been increasingly more appropriate for classroom utilization.

The number of requests for more complex and comprehensive materials and the type of items actually circulated at present demonstrate that a greater knowledge of materials utilization exists.

Many local education agencies are beginning initial implementation of their own systems for a central depository of materials for use within their respective districts.

Owing to the increased amount of excess cost funds available to local education agencies within the past three years, districts have utilized the Learning Resource Centers for evaluation of instructional materials and media prior to actual purchase of such items.

Local education agencies which had purchased pieces of equipment for utilization in developing teacher-made materials had previously had little use of such facilities. There is now a increased knowledge and utilization of the equipment.

VIRGIN ISLANDS

VIRGIN ISLANDS
LEARNING RESOURCE CENTERS

FINAL TECHNICAL REPORT

September 1, 1974 --- May 31, 1977

ROBERT L. ROGERS, DIRECTOR
Virgin Islands Department of Special Education

Frances B. McClure
FRANCES B. McCLURE, COORDINATOR
Virgin Islands Learning Resource Center

V.I. Final Technical Report Abstract

Final Technical Report: Virgin Islands
9/1/74 - 5/31/77

Abstract

In reference to the original abstract or goals as stated in the over all '74-'77 proposal the following has been accomplished.

(1) Acquisition and development of materials:
  (a) The Territorial Learning Resource Center located on St. Thomas has slightly over 2,000 items and/or kits of teaching materials.

  (B) The local Learning Resource Center on St. Croix has slightly over 1300 items and/or kits of teaching materials.

(2) Training:
  (A) Each Resource Center has a substancial professional library.

  (B) In-service training workshops have been held on each Island -

1975-76	6 by L.R.C.
1976-77	6 by L.R.C.
	8 other L.R.C.

(3) In form teacher of available materials:
  (A) A complete annotated materials catalog and suppliment has been compiled and distributed from the Territorial Learning Resource Center St. Thomas.

  (B) A partial materials catalog has been compiled and distributed from the Local Learning Resource Center St. Croix. A new complete catalog is to be ready by Sept. 1977.

(4) Provide materials when and where needed by teachers or learness.
  (A) All materials have been widely distributed and circulated on St. Thomas St. John.

  (B) Due to lack of personnel assigned to operate the LLRC St. Croix the materials there have not been as widely used.

In conclusions it is felt that a great deal has been accomplished by the Virgin Islands Learning Resource Centers in spite of limited funds and personnel. Major recommendations for the future are as follows: (1) full time, properly trained personnel for each Learning Resource Center, (2) much more in-service training workshops

(3) acquisition of additional materials both teacher-made and commercial, (4) more efficient cataloging and retrieval system.

II A

BACKGROUND INFORMATION

The United States Virgin Islands, part of the West Indies, are next in the chain of Greater and Lesser Antilles Islands beyond Puerto Rico. The three main island of the U.S. Virgin Islands group, St. Croix, St. John and St. Thomas have a total land area of 133 square miles or about one-tenth of Rhode Island, the smallest state. The U.S. Virgin Islands, discovered by Columbus, had been under Danish rule since 1671 except for two brief periods when the English occupied them during the Napoleonic era. In 1917 they were purchased from Denmark by the United States for 25 million dollars.

What appears to be three cities, one on St. Thomas and two on St. Croix, are actually population center under the operational control of the state with no mayors or legal legislative bodies (pop. 100,000 est.). Other than these centers, the population is made up of people of many different nationality origins with different languages and dialects and varying customs, cultures and philosophies of life. These people group themselves into small communities, speaking the language or dialect of their native land or area and follow the culture and customs of their background. As a result, one can find wide differences in child rearing patterns, life goals, education, value systems to name just a few.

In general, the population can be broken down into five major groups. The first group, the Blacks, form a major portion of the population and consist of both permanent residents and over 12,000 alien workers with their families. These aliens came mostly from Antigua, St. Kitts, Anguilla, Nevis, Trinidad, Dominica, and the British Virgin Islands. The second group, the Puerto Ricans, now make up the major portion, 50% or more, of the total population living on St. Croix. Their speech and that of most of their children entering school is Spanish. Many of the whites, the third group, have lived on these islands long before the United States purchased them from the Danish. Now the major portion of white population, "Continentals" are from the United States. The fourth element, the French residents, who are concentrated in a small community, came there many years ago, but still teach their children to speak French patois. Due to a shortage of marriageable partners, in years past, there have been many intermarriages in this group. There is also a significant number of handicapped children within the French community. The Fifth group, the very small group of resident merchants and families from India, is steadily increasing and further complicates the Islands educational system's problems.

The schools in the Virgin Islands operate under the State Government; i.e., State Department of Education, with no county or local school units. This same procedure occurs within other United States Territorial Governments or Territorial States. The total Virgin Island school population in 1976-'77 has been slightly over 25,000 with over 1,000 of those students being served through Special Education.

The Virgin Island Learning Resource Center is located in the Special Education building in the country on St. Thomas. The offices of the Eudcational Diagnostic Clinic are located in the same building. This simplifies the coordination between diagnosing the individual child's needs and implimenting the Individual Educational Plans with the proper teaching tools. The same is true with the Local Learning Resource Center on St. Croix though the Special Education building there is located in the town of Christiansted.

Prior to the establishment of the Learning Resource Centers in the Virgin Islands special education teachers were practically without any teaching materials. Now each teacher has a wide variety of materials to choose from on a loan basis.

II:B

Project Philosophy, Goals, and Objectives -
The initial goals as stated in RFP 74-8 are documented and reported in the abstract.

II:C

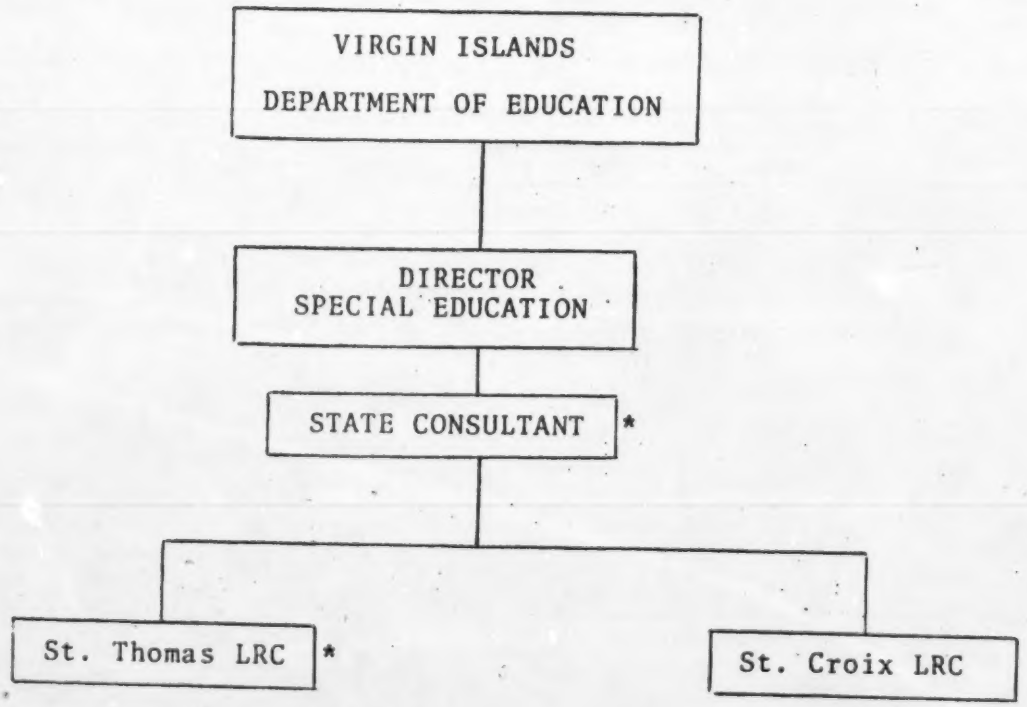
The chart shows the Virgin Islands organization. The Learning Resource Centers' State Consultant works directly under the State Director of Special Education. The State consultant's office is located at the Learning Resource Center, St. Thomas. She serves as the director of the St. Thomas Center with the aid of one secretary. As no director or any other personnel has been employed to operate the St. Croix LLRC, the state consultant flies over one day a week to work in that center.

The State Consultant also works closely with the RRC State Consultant, the personnel of the Educational Diagnostic Clinics, and the Special Education Supervisors. The most appreciated activity of the State Consultant has been assistance to teachers in locating specific materials to meet the needs of individual students. The other has been in-service training programs.

II:C

PROJECT ORGANIZATION

VIRGIN ISLANDS
ORGANIZATION



* State Consultant to serve as Director of St. Thomas Center

1A ASSIST STATES IN LOCAL AND STATE MATERIALS CENTER STIMULATION OR DEVELOPMENT

In September 1974 there was no State Learning Resource Center or Local Learning Resource Center in the U.S. Virgin Islands. At the present time June 1977 there is a fully operational State Learning Resource Center containing more than 2,000 items of teaching materials and/or kits and professional references. The one Local Learning Resource Center is equipped with over 1,300 items of teaching materials. In both centers all materials are shelved systematically and a card file check-in, check-out system completed for simplified retrieval.

Until November 1, 1975 there was no State Coordinator of the Virgin Islands. Through a contractual agreement between the Southeast Regional Office and the Department of Education Virgin Islands the coordinator began working full time in St. Thomas on that date. Also through a similar agreement one full time secretary was employed in September 1976. The one coordinator and one secretary have had the full responsibility for both the State and local centers with no one employed to handle the LLRC, St. Croix. This poses more of a problem than a similar situation would cause in the States. The two centers are separated by 40 miles of water. The only transporation is by airplane which is not inexpensive.

The physical set-up in January 1976 consisted of one small room with shelves and a leaking roof. In June 1977 the State Learning Resource Center on St. Thomas is one large L shaped room with many shelves and a work area for teachers to use in making their own materials for classroom use or as a study and viewing area. The LLRC St. Croix is housed in one large room with several stacks of shelving.

A catalog and supplement of available materials has been printed and disseminated for the State LRC St. Thomas. An inventory list was distributed for the LLRC St. Croix in lieu of the catalog which is being assembled. Newsletters have been disseminated monthly.

As a result of the Regional LRC assistance the Virgin Islands now having teaching materials and asistance available to the classroom teachers for implementing the Individual Educational Plands for handicapped children and youths.

1B PROVIDE TECHNICAL ASSISTANCE TO SEAs IN STATE PLANNING OF INTRASTATE MATERIALS-SERVICES.

The service directory and coordination of agencies offering services to handicapped children has been and still is handled through the Educational Diagnostic Clinic of the Division of Special Education.

Needs assessments have been made and up dated as an on going activity in planning in-service training sessions and in the purchases of teaching materials.

As a results of the needs assessment activity practical materials for classroom use are available and realistic in-service training programs have taken place.

1C PROVIDE SEAs AND LEAs CONSULTATION ON EDUCATIONAL TECHNOLOGY OF SPECIAL EDUCATION MATERIALS USAGE

The LRC has provided two in-service training sessions with consultants from the States. LRC has coordinated with RRC in four other similar in-service group training sessions.

A number of consultants from the Regional Office have visited for on sight consultation and assistance. Also Mr. Elmwood Bland from B.E.H. Washington was most helpful in his evaluation and consultation.

Without the above stated consultations and technical assistance the Virgin Islands Learning Resource Centers could not fulfill the needs of Special Education in this area.

1D DEVELOP A CAPACITY FOR CONDUCT OF OR PARTICIPATION IN MEDIA AND MATERIALS CONFERENCES AND WORKSHOPS

In 1975-76 the Coordinator conducted or assisted in conducting 6 in-servise training workshops with 74 participants, in 1976 there were 14 such training sessions with a total 485 participants. In the 18 month 8 regional and/or National training sessions and 2 state meeting were attended by the coordinator.

As a results of the various training sessions invaluable expertice was gained by both the teachers of the Virgin Islands and the SLRC. coordinator. Such training is the core of the Learning Resource Centers programs.

1E DEVISE AND EXECUTE A PLAN FOR DISSEMINATION OF CHILD-USE INSTRUCTIONAL MATERIALS - RELATED INFORMATION TO SEA - DESIGNATED RECIPIENTS.

Two requests for NIMIS base information have made and honored.

Few requests from NIMIS have been required due to the smallness of the Virgin Islands Learning Resource Centers. The results of such requests when required have been of great assistance.

1F PROVIDE HUMAN RESOURCE FOR REINFORCING STATE STAFF IN MEDIA MATERIALS, AND TECHNOLOGY

Both the State Coordinator and the secretary are employed through the Learning Resource Center funds. No employee is paid by the SEA or LEA.

In the present organization without these two employees the Virgin Islands Learning Resource Centers would not be functional.

11A IDENTIFY NEEDED INSTRUCTIONAL MATERIALS AND PRIORITIZE NEED.

All corresponce from the National Needs Assessment Program were answered promptly. Detail plans for distribution and collection of questionaires were made. The questionaires never arrived.

111C HELP TRAINERS LOCATE EXTANT AND USABLE TRAINING PROGRAMS AND MATERIALS WHICH FULFILL NEEDS.

Daily conferences with teachers and Educational Diagnostic clinic personnel take place in assisting these people in obtaining the programs and materials to meet the needs in the training of handicapped individuals. There is a continuous flow of checking-in and checking-out of materials in the State Learning Resource Center, St. Thomas. With full time personnel to assist the teachers the same could be true at the Local Learning Resource Center, St. Croix.

As the result of these services all the teachers of St. Thomas St. John have participated in the program and expressed their appreciation of the assistance received. It is felt the Learning Resource Centers programs have had realistic impact in upgrading the Special Education services to the handicapped children and youths of the Virgin Islands.

VI A CONDU PROJECT PLANNING, MONITORING REPORTING AND OTHER INTERNAL MANAGEMENT FUNCTIONS

For the project years 1975-76 all monitoring and reporting has been forwarded to the Regional Office as required.

111 Conclusions and Recommendations

Over the three year project period the two major contributions made by the Virgin Islands Learning Resource Centers have been in-service training for teachers and all Special Education personnel and the availability of proper teaching materials to meet individual needs. An intangible but important contribution has been that of giving each teacher the feeling that there was someone available to help them find what they needed to solve specific learning problems. As previously noted the Learning Resource Centers in this area started with nothing in September 1974 and have progressed to two well equipped functional centers.

Two strong impacts have been the up grading of classroom teaching and the awareness by the teachers of the variety of methods and materials available to assist in meeting the individual instructional needs of each student. Part of the impact is evident in the contrast of teacher attendance at in-service training sessions. Workshops in the '75-76 school year began with 8 sometimes 10 teachers attending. In the '76-77 school year at one workshop there were over 60 including teachers aides, in attendance on St. Thomas. In another two day dual workshop in cooperation with RRC, 37 of the 47 Special Education teachers' and staff (St. Thomas) recieved certificates for complete attendance - and the second day was a Saturday. St. Croix had the same proportionate responses.

Another major contribution made by the Regional Resource Center has been Regional Conferences and workshops made available to the Special Education Staff of the Virgin Islands. The impact can not be measured in terms of specific data but the great increase in awareness of individual needs and how to meet them is observable from the administrative level through office personnel, teachers, teacher aides, supportive agencies and all who work with handicapped individuals.

Types of Program Impact

1. Development of new plans and guidelines or improvement of existing plans and guidelines.

As previously note the Virgin Islands Learning Resource Center has progressed from zero to realist, meaningful in-service training and thorough circulation of teaching materials during the three year project period. RRC and LRC have worked closely together in assisting in improving all servise of Special Education.

2. Increased funding by SEA for special education services.

The SEA has contributed equipment, housing, shelving, office supplies, and telephone services to the Learning Resource Centers. Again during the project three year period this has progressed from zero to the present level.

3. Adoption and/or use by SEA of contractor-developed and/or demonstrated model processes for achieving full service goals in special education.

In the Virgin Islands the LRC functions in a back-up or supportive role to RRC in the development of full service goals in special education. The assistance of the Regional Learning Resource Center is mainly responsible for progress achieved in this area through Regional Conferences, on sight assistance and other supportive measures.

4. Acceleration in provision of assessment, placement, programming and/or educational support(media/ materials/educational technology) services.

As previously noted LRC is supportive to RRC in assessment placement, and initial programming. The prime responsibilities in these areas are handled by the RRC program. LRC has in-creased the number and types of media and materials available for use with children by more the 3500 items and/or kits.

5. Improvement in academic and/or social behavior of exceptional children.

Improvement in academic and social behavior of exceptional children has taken place as a result of in-service training provided by LRC and variety of proper teaching materials now available to the teachers.

Recommendations for Future Regional/So Effortd Within the Present Workscope.

It is difficult to address this phase of the report as stated. As the Learning Resource Centers program is being terminated nationally it leaves the Virgin Island Learning Resource Centers in a precarious position. All financial support, except for housing etc., of the Virgin Island learning Resource Centers has been through the Southeast LRC Regional Office. Recommendations under the present circumstances would be that the Special Education Divisicn of the Virgin Island Department of Education assume the responsibility of employing a State Coordinator, secretary, and personnel to operate the LLRC St. Croix. Unfortunately all these positions have not been included in the 2977-78 budget. Present information is that the secretary for the State LRC is to remain and that a clerk typist is to be employed for the LLRC St. Croix sometime in the fall of 1977.

It is felt that the Virgin Islands Learning Resource Centers have made excellent though gradual progress during this project period. It would be desirable for the program to continue in its present format so that greater progress, improvement, and full potential could be reached. This can not take place under the Virgin Island Special Education budget.

ALRC MAJOR PRODUCTS LISTING

PRODUCT

Title : SELRC Notes
Author : ALRC Coordinator/RRC Coordinator
Region : 13 - SELRC
Abstract: Quarterly newsletter produced jointly by ALRC/RRC personnel for regional distribution.

PRODUCT

Title : Evaluation of Instructional Materials for Special Education Utilization
Author : ALRC Coordinator
Region : 13 - SELRC
Abstract: Inservice packet to aid teachers in developing classroom material evaluation skills

PRODUCT

Title : Teacher Made Materials Workshop
Author : ALRC Coordinator
Region : 13 - SELRC
Abstract: Describes method and procedures utilized in conducting materials workshop.

PRODUCT

Title : Bibliography of Learning Disabilities
Author : ALRC Special Consultant
Region : 13 - SELRC
Abstract: Listing of materials published from 1965 - 1973. (out of print).

PRODUCT

Title : A Resource Kit for Teaching The Job Application Form to a Non-Reader Retardate
Author : ALRC Special Consultant
Region : 13 - SELRC
Abstract: Kit not available for distribution

PRODUCT

Title : Systems FORE
Author : Los Angeles Unified School District
Region : 13 - SELRC
Abstract: Reproduced 500 copies - Describes a system to individualize instruction in language, reading and mathematics.

PRODUCT

Title : A Practical Guide for Education Assessment and Program Planning for Handicapped Children and Youth of Puerto Rico.
Author : Director SELRC
Region : 13 - SELRC
Abstract: Describes the inclusion of a media/materials component as it relates to IEPs.

PRODUCT

Title : Behavior Modification Techniques for Handicapped Youth Through Use of Student Made Media Materials.
Author : ALRC Coordinator
Region : 13 - SELRC
Abstract: Tape/Slide Presentation Workshop.

PRODUCT

Title : Media Materials Bibliographies
Author : ALRC Coordinator
Region : 13 - SELRC
Abstract: Updated Material Bibliographies produced for state use.

PRODUCT

Title : Educational Game Plan
Author : FLRS South (ALRC)
Region : 13 - SELRC - Reproduced 300 copies
Abstract: Activities designed to assess learner characteristics and to develop activities for writing IEPs.

List of Products Produced by Alabama ALRC

1. ALRC Newsletter
   This periodic document is typical of informational dissemination items produced by most learning resource centers. The material would probably be of limited value outside the project.

2. ALRC Catalog
   This document lists all the instructional materials and equipment available from the Alabama Learning Resource Center. This document would be of limited value outside the project.

3. Catalog Addendums
   These documents list newly acquired instructional materials and equipment acquired after the publication of the ALRC Catalog. This document would be of limited value outside the project.

4. Have You Tried This?
   This document is a physical education resource guide that the ALRC helped produce. It is available free only to teachers in Alabama. This material would have utility outside the project.

5. 101 Ways To Improvise
   This document is a physical education resource guide that the ALRC helped produce. It is available free only to teachers in Alabama. This material would have utility outside the project.

6. Request for Proposals for the Establishment of New Network Learning Resource Centers of the Alabama Learning Resource Center
   This document is self-explanatory and would have limited utility outside the project. This material has been sent to other states as well as the universities and 127 local education agencies for dissemination purposes.

7. ALRC - Some Prospectives
   An effort has been made to disseminate information on a national level regarding services provided by the ALRC. During the summer of 1977, the ERIC Clearing House on information resources will publish ALRC - Some Prospectives in Resources in Education. In this matter, consumer groups will be afforded an opportunity to assess the service delivery system of the Alabama Learning Resource Center. Valuable survey forms to special education teachers, special education coordinators, and heads of special education departments in Alabama Colleges are included. This material would have outstanding utility outside the project.

LIST OF PRODUCTS

PRODUCT

Title : Florida - Developed Products Listing: Education for Exceptional Students (Sixth edition: September, 1976)
Author : ALRC Coordinator
State : Florida - ALRC 13

PRODUCT

Title : Clearinghouse Collection Catalog (Second Edition: February, 1976)
Author : ALRC Coordinator
State : Florida - ALRC 13

PRODUCT

Title : For Parents of Exceptional Students: A Bibliography (Second Edition: September, 1976)
Author : ALRC Coordinator
State : Florida - ALRC 13

List of Products Produced September 1, 1974 - July 31, 1977

1. Information Package

   a. Georgia Learning Resource System
      Teacher Support System
      - Information brochures - 50,000 copies produced and disseminated

   b. GLRS Orientation
      - Program describing GLRS network and its services

   c. Associate Center Newsletters
      - Optional for each Associate Center for dissemination within individual center service areas
      - 50,000 copies produced and disseminated

   d. Radio, Television, Newspaper spots produced at state level and disseminated to Associate Centers for optional use locally
      - approximately 3 each center

   e. GLRS Calendar of staff development activity
      - produced and disseminated to all Associate Centers
      - 20 copies of 50 page document
      - disseminated from SEA each quarter

2. Guidelines for Associate Center Operation
   - 150 page document describing the organization and administration of Associate Centers
   - 40 copies produced and disseminated to Associate Center Directors and fiscal agents
   - includes information on ALRC and RRC workscopes, budgeting, catalogue procedures, etc.

3. Materials Catalogues
   - 1 copy and annual supplements for each of 16 Associate Centers
   - Approximately 3,000 copies distributed statewide and regionally

4. General Program Description
   - Metro West GLRS Center
   - Approximately 150 copies reproduced and distributed statewide and regionally

5. Report of Instructional Objectives for TMR Students
   - produced by Northwest GLRS Center
   - 75 copies produced and disseminated in that region

6. GLRS Instructional Video Tape Library
   - Metro East Center
   - Approximately 200 video tapes printed

7. Teacher Made Materials Workshop
   - Modular in-service package produced and disseminated by the Southwest GLRS Center
   - 200 copies sent out

8. Cookbook for Special Education Teachers
   - Produced and disseminated to school systems within the West Georgia GLRS and other associate centers on request
   - 200 copies

9. Special Education Activity Booklets for Resource Guide to Basic Skills
   - Produced by Northeast GLRS Center
   - 260 copies disseminated to all GLRS Centers statewide

10. Information Package on IEP for Regular Educators
    - Developed by North Georgia GLRS Center
    - Contains brochures and packaged instructional programs for use by principals in in-servicing their faculties

Region #13 - Products Compiled Through September 1, 1974-August 31, 1977

Product
Title - Louisiana Learning Resources System Annotated Materials Catalog
Author - ALRC State Coordinator and Librarian/Media Coordinator and Center Directors
Region - 13 (Louisiana)
Abstract Description - Complete annotated listing of instructional materials available for loan to special educators for use with exceptional children.

Product
Title - LLRS Brochure
Author - ALRC State Coordinator
Region - 13 (Louisiana)
Abstract Description - Informational brochure outlining services and locations of LLRS resource centers.

Product
Title - Teacher-aide Handbook and Workshop Format
Author - ALRC State Coordinator
Region - 13 (Louisiana)
Abstract Description - Guidelines for special education teacher-aide duties and responsibilities. Model for a one-day workshop.

Product
Title - Operational Manual for Learning Resource Centers
Author - Librarian/Media Coordinator
Region - 13 (Louisiana)
Abstract Description - Step by step procedure in the processing of instructional materials and management of the resource center.

Product
Title - Associate Center Guidelines and Job Descriptions
Author - ALRC State Coordinator and Librarian/Media Coordinator
Region - 13 (Louisiana)
Abstract Description - Responsibilities of Directors and activities of the center are included.

Product
Title - IEP Packet
Author - ALRC Coordinator and SEA Staff member
Region - 13 (Louisiana)
Abstract Description - Packet of materials with cassette and slide presentation for better understanding of IEP's.

Product
Title - Basic Materials List for Establishment of a LRC
Author - ALRC State Coordinator and Librarian/Media Coordinator
Region - 13 (Louisiana)
Abstract Description - Basic instructional materials, equipment, supplies and furniture necessary in beginning a LRC.

Product
Title - Child Search
Author - ALRC Media Specialist
Region - 13 (Louisiana)
Abstract Description - Slide presentation to develop public awareness concerning child search activities in Louisiana.

Product
Title - Special Education Means Many Things
Author - ALRC Media Specialist
Region - 13 (Louisiana)
Abstract Description - Slide Presentation overview of special education programs in Louisiana.

Product
Title - LLRS Overview
Author - ALRC Media Specialist, State Coordinator and Librarian/Media Coordinator
Region - 13 (Louisiana)
Abstract Description - Slide presentation overview of the services of the resource system.

Product
Title - Feelings
Author - ALRC Media Specialist and local school system special education teacher
Region - 13 (Louisiana)
Abstract Description - Slide presentation on Lafayette Parish home-bound program for pregnant girls.

Product
Title - Pre-School Visually Impaired
Author - ALRC Media Specialist and Project Coordinator for the Visually Impaired in Lafayette
Region - 13 (Louisiana)
Abstract Description - Video/audio tape presentation on Lafayette Parish program for pre-school visually impaired children.

LIST OF PRODUCTS PRODUCED

Title: Workshop: Planning For and Implementing IEPs.
State: Mississippi
Abstract Description: A multi-media workshop package designed to assist personnel directing or instruction special education children to plan for and implement individualized educational plans in the least restrictive environment. The material, not all of which was developed by Mississippi SDE, is presented in seven modules. Includes transparancies, filmstrips (produced by CEC), 16 mm (produced by Region 5, Austin Texas), slide/tape presentation (produced by Human Policy Press), and worksheets.

Title: Classroom Management Workshop
State: Mississippi
Abstract Description: Multi-media workshop intended to assist teachers with basic techniques for effective management of the classroom. Includes 9 sets of transparencies, taped interviews with teachers, and a 16mm film (produced by Research Press), pre and pose tests, and handouts.

Title: Make and Take Workshop
State: Mississippi
Abstract Description: A hands-on workshop on teacher made materials presented in a learning center approach.

Title: Developmental Curriculum - To Be Available in September, 1977.
State: Mississippi
Abstract Description: A 0-6 Developmental Curriculum for Special Education.

ADDENDUM

List of Products of the South Carolina Learning Resource Center (9/1/74 - 5/31/77)

Yearly supplements to the Annotated Materials Catalog - This catalog and its supplements contain a listing of all items housed at the State Center. Included are the title, cost, source, and description of each item.

Slide/tape presentation of the South Carolina Learning Resource Center network - An overview of the services of the South Carolina Learning Resource Center network is presented in this program.

South Carolina Learning Resource Center Network for Handicapped Children - This flier was published five times a year and described information relative to recently acquired instructional materials and media for the South Carolina Learning Resource Center network.

Filmstrip/cassette program on The Reading Works - This program provides an overview of the components of The Reading Works, published by New Dimensions in Education.

Instructional Materials and Media Recommended for Use with Handicapped Pupils - This booklet contains a suggested listing of instructional items relative to each area of handicapping conditions.

Standards for Selecting Instructional Materials and Media for Handicapped Pupils - Information relative to procedures for selecting appropriate materials for special education instruction is contained in this booklet.

Addendum Items to include Puerto Rico

A. Products completed through 9/1/74 - 8/31/77

Tittle	:	Curriculum Guide for the teaching of Severe Emotionally Disturbed Children (Puerto Rican adaptation of the Ruthland Center Model for the Treating of Emotionally Disturbed Children
Author	:	Ana Alegría Martín and Mary Wood Trujillo, Perú
Abstract	:	An adaptation of the Perú Spanish production. A Psychoeducational intervention for children with emotional disturbances
Tittle	:	Curriculum Guide for the Teaching of Language Arts to the Educable Mentally Retarded
Authors	:	Lucila Torres, Silfa Venero, Felicita Vergara, Miguelina Valdés - Region 13
Abstract	:	A guide for the teaching of language arts to the educable mentally retarded from readiness skills up to the idependent reading level
Tittle	:	Curriculum Guide for the teaching of mathematics
Author	:	Silfa Venero de Román, Miguelina Valdés Region 13
Abstract	:	A teacher's manual with individualized lesson plans for each skill. Child worksheets for each skill covering the skills from math readiness up to addition and substraction
Tittle	:	Curriculum Guide for the Teaching of Trainable Mentally Retarded Children
Author	:	Constanza Cruz, Carmencita Bechini, Miguelina Valdés Región 13
Abstract	:	A guide of objectives, activities and materials in sequence to be used for the teaching of trainable mentally retarded. Covers the areas of self help, social skills, perceptual motor skills, laguage development and cognitive skills. Each area is divided in three levels.

Tittle : Training Package
Perceptual Motor Skills
Social Skills
Sensory Motor Integration
Language Development
Gross Motro Skills

Puerto Rico

Author : (A study of literature done by a group of education supervisors) - Vallet, Kephart, Haveinhurst
Region 13

Abstract : A study of literature which includes, rationale for the teaching of the above mentioned areas, sequence of skills for each area with examples of activities for the primary intermediate and upper level

Tittle : Portage Project Checklist and Complete Program for Skill Development

Author : Project - San Antonio, Texas
Translated by Carmencita Vechini
Region 13

Abstract : A Spanish translation and adaptation of the original Portage Project Program which include a checklist for skills from 0-5 in the areas of self-help, social skills, language development, motor skills, and cognitive skills, and a complete program for the development of each skill from 0-5 year of age.

Tittle : Early Education Training Lessons

Author : TEECH/TADS
North Carolina University
Chappel Hill,1973
Region 13

Abstract : A Spanish transltarion on the TEECH/TADS materials lessons for the teaching gross motor development, fi e motor development, perception, reasoning and socio-emotional skills

Tittle : Speech Problems - Appraisal and Remediation

Author : Alba Guzmán, Isabel Nazario
Region 13

Abstract : A teachers manual with recomendations for the appraisal and remediation of different speech problems

Tittle : Learning Steps - Curriculum for the Teaching of Deaf Blind Children

Author : Mid Atlantic North Caribbean Regional Program for Deaf Blind - Kogendra N. Das
Region 13 - A translation and adaptation

Abstract : Initial learning steps, self-help, language development, social development, sign language and other skills for deaf-blind children completly illustrated

Note: Teacher's made materials for pupils use are not reported here. There are great quantities of work sheets for pupil use, short teaching units and teachingdevices which are the product of the provision of graphic and photographic materials.

PRODUCTS PRODUCED

PRODUCT

Title : Catalogs of Available Materials
Author : ALRC Coordinator
State : Virgin Islands - ALRC 13

PRODUCT

Title : ALRC Newsletter
Author : ALRC Coordinator
State : Virgin Islands - ALRC 13
Abstract: Periodical issues of interest primarily to Virgin Island teachers of special education.